The Learning Company®

Apple® Version

The Children's Writing & Publishing Center™

Builds Written Communication Skills

Grades 2 and up

Teacher's Guide and Ideas for Student Activities

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SPECIAL NOTE: First-Time Users!
The easiest and quickest way to learn to use this program is to turn to page 46 and do a sample letter. You will learn all the basic features of the program and be off to a great start!

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**This material represents contributions, reviews, and student activities from educators across the country working with different grade levels and curriculums.*

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Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

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Scope and Sequence Chart

Activity		Program Objectives: Working with Words	Working with Pictures	Reviewing & Revising	Designing Documents
A QUICK LESSON					
Sample Letter, p. 46 (On-Line Presentation)	E	★	★		
WORKING WITH WORDS					
Form Letter, p. 57 (On-Line Presentation)	E	★	☆		
Make-a-Story, p. 62	P	★	☆		
Menu Maker, p. 64	E	★			
Picture Poems, p. 66	E	★			☆
Poetry Forms, p. 68	M	★			☆
Class Play, p. 70	M	★		☆	
PLAYING WITH PICTURES					
Who Am I? Part 1, p. 74 (On-Line Presentation)	P	☆	★		
Who Am I? Part 2, p. 77	E	☆	★		
Math Stories, p. 79	E	☆	★		
Tell Me a Story, p. 80	E	☆	★		
EDITING EVERYTHING					
Mixed-Up Story, p. 83 (On-Line Presentation)	E	☆		★	
Copy Editor, p. 86	M	☆		★	
Dragon Story, p. 88	P	☆	☆	★	
Writing in Review, p. 90	M	☆		★	
DRAMATIC DESIGN					
Pictograph Headings Part 1, p. 94 (On-Line Presentation)	E	☆	★		★
Pictograph Headings Part 2, p. 96	E	☆	★	☆	★
Say It with Flyers, p. 98	M	☆	★	☆	★
Nifty Newsletters, p. 100	M	☆	☆	☆	★
Poetry Anthologies, p. 103	M	☆	☆		★

P = Primary grades E = Elementary grades M = Middle grades ★ = Major skill ☆ = Minor skill

Writing Objectives				Curriculum Areas			
Basics	Prewriting	Writing in Different Forms	Reviewing & Revising	Social Science	Science	Math	Literature
A QUICK LESSON							
★	★						
WORKING WITH WORDS							
☆	☆	☆		★	★		
☆	☆	★	☆	☆			
★		★				☆	
☆	☆	★	☆				★
☆	☆	★	☆				★
☆	★	★	☆	★			☆
PLAYING WITH PICTURES							
☆		★		★	★	★	
☆		★	★			★	
	☆	★	☆	☆	☆		☆
EDITING EVERYTHING							
		☆	★				
		☆	★		★		
		☆	★				
			★	★	★	★	★
DRAMATIC DESIGN							
☆	★	★					
★	★	★		★	☆		
★	★	★					
☆	★	★	☆	★	★		☆
☆	☆		☆				★

PREFACE

A quick and easy way to learn the program is to use the on-line tutorial, *A Quick Lesson,* on page 46 in the *Student Activities* section. It is especially designed to be easy and fun for computer novices, while providing a good overview for more experienced users of computers and word-processing programs.

This School Edition is designed to aid teachers who wish to introduce their students to word-processing and written communication skills. *The Children's Writing & Publishing Center* offers many of the features found in professional word-processing and page layout programs, such as graphics capabilities and the ability to make text flow around graphics, and provides an ideal tool for stimulating students at all grade levels to write creatively, effectively, and with enjoyment. The materials in this teacher resource guide, as well as the templates included on disk for student activities, are intended to help you use the program to its fullest extent.

Below, you will find brief descriptions of the sections in this guide.

Using the Program in the Classroom introduces the teacher to using *The Writing & Publishing Center* with students and includes a brief description of its features and a discussion of the educational value of the program. Specific strategies for teaching students basic computer skills, word-processing skills, and writing skills are also addressed. The scope and sequence chart on pages iv and v correlates program and writing objectives with the student activities described in *Student Activities.* Finally, this section discusses ways in which teachers can use *The Writing & Publishing Center* as a useful tool in producing their own classroom materials, such as templates for student activities, awards, evaluation sheets, class record forms, and classroom handouts.

A Teacher's Guide to the Program contains a detailed description of how to use the program, including instructions on starting up, working with different document styles, text, and pictures, managing documents and disks, and printing documents. Teacher tips highlight important points about the program and offer teachers insights into the best ways to share the program with students.

Student Activities describes activities that move students through progressively more complex levels of word processing, page layout, and design. Each group of activities, organized by key program functions, offers a matrix of program and writing objectives and develops an on-line classroom presentation for introducing specific program objectives. On-line activities give students hands-on experience with word processing and desktop publishing, while off-line activities strengthen and extend concepts and skills, as well as suggest ways in which teachers can maximize limited computer resources. Templates for use with many of the activities are included on the Template Disk to minimize teacher preparation time and make administering the activities extremely easy. *A Quick Lesson* is a classroom-oriented tutorial that teachers can use initially to present the program to the class or learn the program themselves.

The **Activity Sheets** include blackline masters for use with the on-line and off-line activities. Some of the activity sheets were created from the templates used in many of the on-line presentations.

The **Appendix** includes a quick reference to *Special Keys* used in the program, a *Picture Reference* listing all the pictures and predesigned headings available on disk, and a *Font Reference* to all the type faces, or fonts, and type sizes. The *Troubleshooting* section provides suggestions for solving some of the most commonly encountered problems when using the program, such as what to do if your printer won't print. *Sample Classroom Materials* shows you what other teachers have done with *The Writing & Publishing Center* in their own classrooms. In *Teacher Resources*, you'll find a list of publishers who publish students' writing, as well as the names of magazines and software review guides that have information for the teacher who wants to learn more about computers and the educational applications of computers.

It is our hope that this School Edition meets the needs of teachers who use it, and we welcome suggestions, comments, and ideas about its effectiveness.

USING THE PROGRAM IN THE CLASSROOM

The Children's Writing & Publishing Center is a desktop publishing program that enables students to work with text and a wide array of pictures in a flexible, page layout environment. With many of the features found in professional word-processing programs, *The Writing & Publishing Center* is sophisticated yet simple to use. Students can choose from a variety of document layouts with one or two columns of text, with or without headings, and experiment with different type styles and sizes. The program allows them to freely edit and revise text and add, move, and delete pictures almost anywhere on the page. Text automatically wraps around graphics and adjusts to fill the space of erased pictures, so changes can be made almost effortlessly. The ability to cut and paste words and add and erase any of the pictures included with the program, as well as most PrintShop™-compatible pictures, gives both you and your students unsurpassed versatility in composing documents.

The program is designed so that even young students can experience the satisfaction of producing a variety of "published" documents. Each student becomes the writer, editor, designer, illustrator, and publisher, determining the type and content of each document, designing the layout, manipulating graphics and text, and editing the final product. In the process, students gain confidence and pride in their writing while also learning naturally to make complex communication decisions.

The program provides students with a wealth of communication forms–newsletters, signs, awards, stories, reports, letters, and more–that combine graphics, text, and font styles in a professional, "published" format, reinforcing students' sense of audience and making effective communication more accessible. With a variety of document forms, graphics, and fonts to choose from and to arrange, writing becomes an art form where students can be more expressive of their intent and can reach their audience more effectively. They learn that content can be as important as the way in which the writer presents ideas; and the words, graphics, and layout the writer selects capture readers' attention and mold their understanding.

Thus, students transcend the limitations of merely expressing their ideas and feelings and grow to anticipate audience needs and responses. Through controlling the size and shape of the letters in their words, students have the opportunity to reflect on what they think of the text, what they want to communicate, and the reasons for emphasizing certain words and ideas. Through arranging graphics and text, students learn to present their ideas aesthetically with balance and effect. They also learn that certain communication forms demand that they select the most appropriate words so that they can condense meaning to essentials. Writing becomes more physical and visual as students use the tools of publishing, and their skills in problem solving are challenged as they make important decisions about shaping meaning.

The material in this section describes ways the program and its special features can best be put to use in the classroom. You will find specific suggestions for introducing activities to your class, as well as some ideas about extending the concepts presented in the program and how to use the program as a teacher's tool for generating classroom materials.

Learning and The Children's Writing & Publishing Center

The Writing & Publishing Center is appropriate for students in grades 2 and up and can be used effectively with students at all ability levels– from the learning disabled to the gifted student. And, since writing is a required skill in virtually all academic subject areas, the program is just as useful in science and social studies as it is in language arts.

How you teach the program will, of course, depend on the grade level and ability and interest of your class. You will find that writing projects that require minimal keyboarding skills and the use of graphics will appeal most to very young students, while activities that involve higher-level thinking and vocabulary skills are more appropriate for students in intermediate and middle grades. To help you present the program to your class, the activities described in the *Student Activities* section cross all grade levels and curriculums and are designed for easy adaptation to suit the unique requirements of almost any classroom.

Whether you use the program for teaching the alphabet or creative writing, for teaching song lyrics or the scientific method, or for teaching techniques on writing book reports, commentaries on social problems, or analyses of historical events, there are three basic skill areas you'll need to cover: basic computer skills, word-processing skills, and writing skills.

Teaching Basic Computer Skills

While the specifics of operating a computer vary depending on the type of system, basic computer skills cut across system type and, once learned, enable students to work with almost any program or computer introduced in the classroom.

Students will benefit most from instruction that ensures hands-on work with the classroom computer. This may not be easy in a classroom that has only one computer, but it is not impossible. Strategies for making sure all students gain access to the computer include planning demonstrations that involve students in performing basic computer tasks, pairing students at the computer so that they can help each other out, and limiting on-line activities to short periods of time so that the whole class gets a chance to learn the basics. Many of your students will already have experience working with computers at home. These students can help others still unfamiliar with this tool.

STARTING UP THE COMPUTER When you are planning your classroom demonstration of the program, set up the computer so that everyone can see the components clearly. Students will need to know that starting up the computer (sometimes referred to as "booting up") means putting the disk into the disk drive, closing the door, and turning the computer on. You might want to start the computer several times with different groups of students, so that everyone can experience working with the computer and disks.

Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

This is a good time to introduce students to computer ground rules, such as keeping food and drink away from disks, handling disks gently, and keeping fingers away from a disk's sensitive areas. You may also want to explain that the red light on the disk drive is on whenever the drive is reading or writing information on a disk. If they think of this light as a stoplight, they'll remember not to open the door to remove a disk or put another one in until the light is off.

Once students know how to turn on the computer and insert the program and storage disks in the disk drive, they are ready to start work.

MANAGING DOCUMENTS AND DISKS Managing documents is a basic computer skill that students will be able to apply to other programs and computer types. When you teach your students about managing documents, you will want to show them how to create and name documents, how to get already saved documents to do more work on, and how to delete documents as disks fill up. You'll also want to emphasize the importance of saving documents frequently so that students don't risk losing their work in a power outage or if someone inadvertently trips over cables.

Network Users:
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For the teacher, managing disks for the whole class may require some juggling, particularly if you can't afford to give each student his or her own disk. There are many ways to simplify disk management tasks. One idea is to allocate disks for work groups to store joint documents on. You might set aside different disks, storing documents according to category. For example, one disk could store documents used in class brainstorming sessions and ideas for class projects, another disk could store documents in progress, and yet another could store finished projects, such as student reports and stories and class newsletters. Another idea is to simply label your storage disks by type of writing activity and provide each work group with a numbered disk; for example, work group 1 could store their poems on Poems 1, work group 2 could store theirs on Poems 2, and so on. Just remember that backing up disks is essential (either by using a utility program to copy the whole disk or by saving documents to two different disks); don't lose months of effort to save a few seconds.

The number of disks you'll need, of course, depends not only on the memory capacity of the disk you're using, but on the length of the documents and the number of pictures they contain. While experience is the best teacher here, the following rule of thumb may be helpful in determining the number of disks you'll need to have available: 800K 3 1/2" disks may hold approximately 85 documents, and each side of 5 1/4" disks holds about 19 documents.

WORKING WITH DOCUMENTS When your students work with documents they have created in *The Writing & Publishing Center,* they will enter text and pictures using the keyboard (and, sometimes, the mouse). For the most part, the activities in this guide are designed to require only simple keyboarding skills, such as using special purpose keys like the escape, return, and arrow keys. These keys allow students to perform basic operations like moving from one part of the program to another, scrolling through documents, or selecting program functions like inserting pictures.

To help students learn to use these keys–as well as the program itself–messages appear on the screen throughout the program with instructions on what to do next. Some of the prompts, hints, and help screens that pop up, sometimes accompanied by a beep to alert you to their presence, are designed especially for new users. These can be turned off when they are no longer needed (see pages 42-44).

The activities themselves demand a minimum of typing and emphasize off-line preparatory work done by students at their desks on blackline masters, so that computer time is put to good use. Some activities ask students to replace incorrect words, or to fill in blanks with words of their own choosing. In this way, students can familiarize themselves with the keyboard while completing exciting stories, poems, and other documents.

As students become proficient with the program, keyboarding skills will develop quickly, naturally, and almost unconsciously as they focus on the act of writing rather than on the keyboard. There are, however, typing programs that can be used to support and facilitate students' use of *The Writing & Publishing Center.*

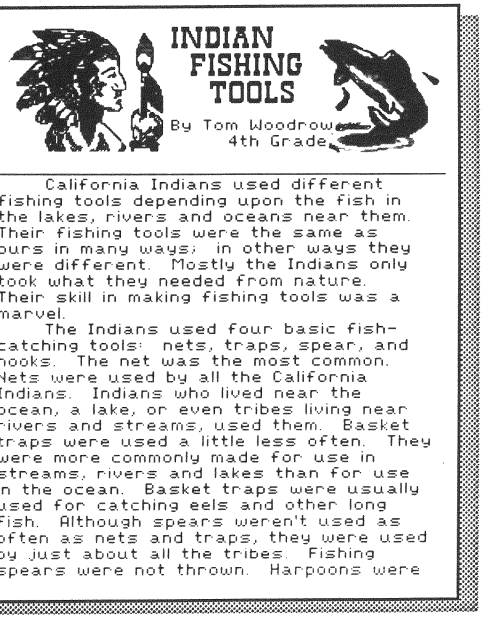
PRINTING DOCUMENTS You will find that printing documents is a simple operation for students once you have made sure the program setting for printer and interface match your own system. Follow the instructions in the *Printing Documents* section on pages 40-44 to set up the system for printing.

Because printing is time-consuming, teachers might want to assign the task to pairs of students on a rotating basis, so that everyone has a chance to operate the printer. If you are fortunate enough to have an extra computer system, you may want to use it exclusively for printing. Another option might be to set aside a certain period each day for printing documents. Other tasks, like making sure there is paper in the printer or making sure the ribbon is fresh and legible can also be assigned to students. If supplies are limited, you might also want to limit students to a certain number of printouts a day, so that everyone gets a chance to print.

Teaching Word-Processing Skills

With *The Writing & Publishing Center,* students learn basic word-processing skills, like inserting and deleting text and pictures, cutting and pasting, and designing document layouts. Because these skills make the process of editing a document easy, word processors develop students' ability to reorganize and rewrite, thus strengthening the overall quality of their work.

WORKING WITH TEXT The simplest of the word-processing techniques you will want to teach students is inserting text into a document and deleting incorrect or superfluous text. Several writing activities in this guide are ideal for emphasizing this technique (see *Make-a-Story* on page 62 and *Copy Editor* on page 86). In activities like these, the teacher can reinforce writing skills, such as grammar, punctuation, spelling, or vocabulary, that they are teaching elsewhere in the curriculum. As students become more familiar with the program, inserting and deleting text will become second nature. When teaching these skills, you should recommend that students insert their new text first, then delete the old text. This technique is not only a safety measure against inadvertently deleting needed text, it also allows students to compare the new text with the old before making final decisions.


INDIAN
FISHING
TOOLS
By Tom Woodrow
4th Grade
California Indians used different fishing tools depending upon the fish in the lakes, rivers and oceans near them. Their fishing tools were the same as ours in many ways; in other ways they were different. Mostly the Indians only took what they needed from nature. Their skill in making fishing tools was a marvel.
The Indians used four basic fish-catching tools: nets, traps, spear, and hooks. The net was the most common. Nets were used by all the California Indians. Indians who lived near the ocean, a lake, or even tribes living near rivers and streams, used them. Basket traps were used a little less often. They were more commonly made for use in streams, rivers and lakes than for use in the ocean. Basket traps were usually used for catching eels and other long fish. Although spears weren't used as often as nets and traps, they were used by just about all the tribes. Fishing spears were not thrown. Harpoons were

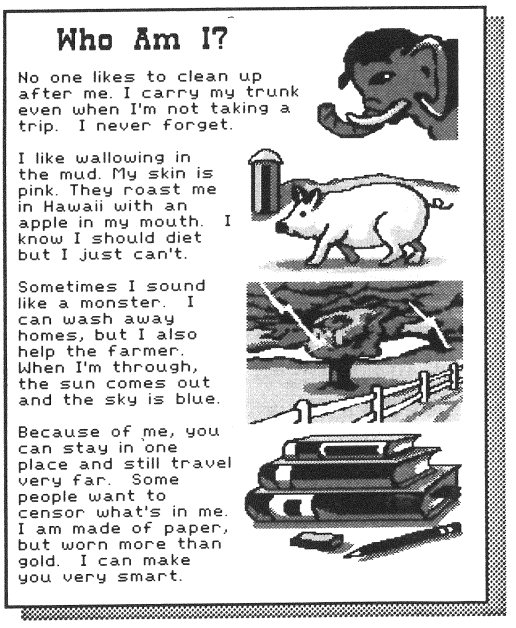
When revising or editing a document, students may want to move large amounts of text, such as whole paragraphs, to another part of the document. These more complex word-processing operations build upon the fundamentals involved in inserting and deleting text. Using

the cut-and-paste techniques that *The Writing & Publishing Center* can perform, making such changes is simply a matter of highlighting the lines of text that need to be moved, "cutting" the text, and moving the cursor to the place where text will be "pasted."

The concept of cutting and pasting is one that you might want to demonstrate in the classroom using conventional paper-and-glue methods. In this way, students can practice moving text around in the "real world" before they attempt it electronically. You may even want to have students work with a first draft of a printed story or other document they want to make major changes to before having them approach the computer to enter their changes.

WORKING WITH PICTURES Mixing words and pictures is part of the fun of creating documents students will be proud of. *The Writing & Publishing Center* is a desktop publishing tool whose ability to work with pictures offers exciting possibilities. Because the program effortlessly wraps text around pictures, students can move right into the world of writing and illustrating their work without the tedium of learning complex program instructions.

One way to introduce students to the program's versatility in handling graphics is to start with an activity (such as the *Tell Me a Story* activity on page 80) that primarily uses pictures to tell stories or create poems. In an activity like this, words serve as an auxiliary to the pictures, rather than the other way around. (Such activities might be especially valuable to use with visually oriented students for whom writing is more difficult, drawing them into the excitement of creating stories and poems.)


Who Am I?
No one likes to clean up after me. I carry my trunk even when I'm not taking a trip. I never forget.
I like wallowing in the mud. My skin is pink. They roast me in Hawaii with an apple in my mouth. I know I should diet but I just can't.
Sometimes I sound like a monster. I can wash away homes, but I also help the farmer. When I'm through, the sun comes out and the sky is blue.
Because of me, you can stay in one place and still travel very far. Some people want to censor what's in me. I am made of paper, but worn more than gold. I can make you very smart.

The Writing & Publishing Center has a full range of images of everything from animals to adventure to travel, sports, holidays, people, and miscellaneous things. Several software publishers offer compatible disks of pictures to supplement these program images. A partial list of these programs is included on page 141.

LAYOUT AND DESIGN You don't have to stop at creating simple illustrated documents. Producing a final published document with *The Writing & Publishing Center's* powerful page layout and design capabilities can be the most validating part of the writing experience. Students will delight in holding in their hands, reading from, and showing off a finished product they have carried through all the stages of publishing, from conception to completion.

THE J.B. TIMES

The Observers

The Observers came to our school this week on Monday, Tuesday, and Wednesday. They were here because they wanted to know if our school is a good school. They wanted to know if we have good learning equipment like wooden blocks for the primary grades and problem solving, logic, etc. for the 4th, 5th, and 6th grades. They wanted to know if we have good language, reading, and other subjects. They wanted to know if our teachers are teaching us good writing and writing skills. We think that our school passed the test.

- Chandra Jones

Monterey Bay Aquarium

On March 15th, Room 14 went to the Monterey Bay Aquarium. We saw sea otters, sharks, fish, and many other sea animals. There they had a touch pool where we could touch the animals with our hands. It had six stamps at the main floor and second floor. Those were the Blue Whale, the Humpback Whale, the Gray Whale, the Orca, and the Sperm Whale. We put the stamps on a Whale Trail Guide. That was a very educational trip. It was very fun.

- Michelle Ma

HAVE A QUESTION?
(Personal, Scientific, or other)

Ask Dr. Cool!!!!

Leave questions in an envelope by the door. You don't have to put your name on if you don't want to.

SO GET COOL. ASK DR. COOL!!!!!

-Peter Jaros

Poetry Books

Room 14 is learning how to make poetry books. The kind we are making folds out like an accordion. We will have to fill all the pages with poems and pictures describing them. The first thing we had to do was we had to buy fabric that was cotton and if possible small print. Then Ms. Shepherd supplied us with cardboard. After that we put the fabric we brought to school on the cardboard. Then we folded a long strip of paper like a fan. Now we are going to pick 15 or so poems and write the poems in pen on the folded paper. We are going to make the poetry books so then when we are older we can look back and remember them and remember the 5th grade. Then we are going to put the books on display on parents' night.

- Annette Arriola

Once students have mastered the other parts of the program, you might want to plan a class project, such as an illustrated newsletter of current events, an anthology of class stories collected from the activities suggested in this guide, a book of poetry, or any other kind of publication you and your students can dream up. As a group, the class can decide on the type of layout that would suit the project best, choosing from single- or double-column formats and documents with or without headings. Other class decisions, such as what kind of type face to use, what type sizes would be most suitable for text and headings, and where to place pictures, give students an opportunity to understand the many design decisions that go into every book they read. Printing, copying, drawing freehand illustrations where required, binding, covering, and distributing the publication to friends, relatives, and classmates are all invaluable steps in bringing all the parts of the writing and publishing process together. See *Nifty Newsletters* on page 100 and *Poetry Anthologies* on page 103 for specific suggestions on implementing these activities in the classroom.

Teaching Writing Skills

Hand in hand with the word-processing skills learned by students comes the motivation to use writing as a medium of communication and self-expression. The word processor is a powerful tool that enables students to concentrate their energies on discovering what they want to say and exploring different ways to say it. Many teachers find that students write more, in greater depth, and with greater ease when using word processors. Liberated from the drudgery of rewriting and copying revisions, students can focus on the creative aspects of writing.

The Writing & Publishing Center enables you to introduce important writing-related concepts to students, such as how to plan, draft, or brainstorm ideas in advance of writing, how to create illustrated stories or informative news reports, and why reviewing and revising what they have written is so important. Finally, once they are familiar with the program, students will turn to it to create visually exciting documents and to express themselves, learning more about writing every time they produce á story to share with family and friends, or write a report for a school assignment.

BASIC BUILDING BLOCKS Good writing depends on students having a mastery of the basic building blocks of writing: grammar, usage, spelling, punctuation, and syntax. You can use *The Writing & Publishing Center* as you teach your students to write simple sentences, write paragraphs with main ideas and sentences supporting their main idea, and identify the parts of writing–the who, what, when, where, why, and how. Some activities in this guide, particularly those designed for early grades, develop these basic writing skills at the same time that they teach word-processing skills (see *Make-a-Story* on page 62 and *Dragon Story* on page 88). In these activities, students correct misspelled words, ungrammatical sentences, and inappropriate word choices as they learn how to insert and delete text.

PREWRITING Prewriting is as important as writing itself. Most writing assignments go easier when students have had time to think ahead about what they want to write. Before starting a writing activity, encourage students to plan ahead. Prewriting activities can include such diverse activities as brainstorming ideas, either in work groups, as a class, or individually; researching a topic for a report; writing down clusters of ideas for stories or poems; or working in groups to discuss and develop outlines for a particular writing assignment.

A word processor is an especially flexible tool to use when prewriting. Students can create an outline in which they enter notes and ideas. In this document, they have the freedom to jump around the screen, inserting ideas wherever they seem appropriate. The result is a reliable map of their thought processes for use when they start writing. Even in classrooms with fewer computers, work groups can explore, brainstorm, outline, and cluster ideas for a project during allotted computer time. You can easily print up ideas from class brainstorming sessions and distribute them to others in the group or class.

WRITING Writing is an active process. Through writing, whether fiction, poetry, plays, or nonfiction, students come to understand both themselves and what they think, feel, see, and know about the world. As they exercise the writing skills that enable them to express themselves, they also learn that writing is a way to communicate with others.

Once they have gathered information from prewriting activities, it's time for students to start writing. The activities in this guide are just starting points for expanded uses of *The Writing & Publishing Center*. You can work with students on any form of writing you can think of; there is no limit to the imagination. For example, students might role-play a situation in groups, then transfer dialog into a play that can be performed in front of other groups for review. After editing and revising their work on the computer, plays can be performed for the whole class.

The
GREAT
LOGIC Mystery!
Who Did It ???
"Off to play tennis?" asked Jed and Anne as they saw their friend head for the tennis courts.
"It's too hot now, but I'm getting ready for a game this evening," was the reply.
"I'd rather go fishing," chimed in Joe.
Jed and Matt both agree they don't enjoy winter sports half as much as fishing, swimming, or tennis.

Not all writing activities depend on words alone; images can do the work of many words. Pick a favorite picture from the program and use it to spark students' creativity, whether in writing a story or a poem. Illustrating their own work is exciting to students, especially when it can be done so easily.

REVIEWING AND REVISING WORK Writing is also an interactive process. Before a piece of writing can go out into the world and be read, understood, and used, it needs to be reviewed and revised. *The Writing & Publishing Center* is especially useful at this stage of the writing process, since changes are so easy to make. The activities linking cut and paste activities (such as the *Mixed-Up Story* activity on page 83) to reviewing and revising a piece of writing are particularly useful when you teach this aspect of the writing process.

You can separate the class into work groups for peer review of documents. Once they are in groups, students can look at documents with an eye for basic errors in grammar, usage, syntax, spelling, and punctuation. These kinds of review groups reinforce students' knowledge of grammar and other writing basics. Another kind of review can involve groups or individuals critiquing a piece of writing for its overall effectiveness or for the accuracy of its facts. This more in-

depth review offers students an opportunity to both review stories written by others and revise their own writing in accordance with the comments provided by others.

Some ground rules in offering and receiving this kind of review may need to be set up by the teacher. You might want to tell students that certain kinds of comments are not helpful to the writer. Students should be encouraged to offer specific comments that will tell the writer where changes in a piece of writing will clarify a point, where more information is needed, and where awkward phrasing needs to be revised.

Once the review has been completed, students must put to use the information they've received by revising their writing. Students can work with paper and glue or paper and pencil if computer time is limited, entering their changes electronically only after they've made them on paper. All of the word-processing skills they've learned will turn this aspect of writing–the final revision–from drudgery to pure fun.

EXTENDING WRITING SKILLS Good writing skills will give students an invaluable tool with which to understand and express their thoughts. When they write, students can create a sense of self and learn to communicate with others. Your students will learn to write only by writing. *The Writing & Publishing Center* is a tool they can turn to whenever they have something they want to express. Every time they produce a story to share with family and friends, or a report for a school assignment, they can integrate new information into their body of knowledge, making it their own.

Part of the thrill of writing is, of course, to see one's work in print, and several publishers of magazines and newsletters accept students' writing (see *Teacher Resources* on page 158 for a list of these publishers). By encouraging students to submit their writing for publication, you can help them gain confidence and pride in their work, while underscoring the importance of creative self-expression.

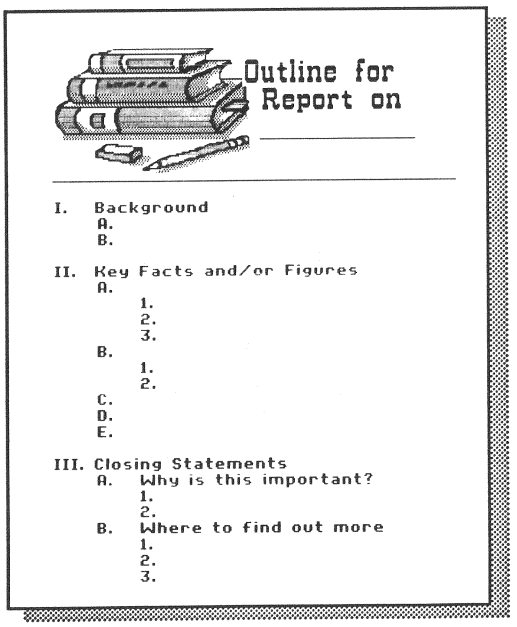
A Tool for Teachers

The Writing & Publishing Center is not only an excellent writing tool for students, it's also an excellent classroom tool for teachers. Once you've discovered how easy it is to use the program, you'll find yourself turning to it again and again for all your word-processing needs.

One use you'll find for the program is to produce attractive published materials for your own classroom needs. Worksheets and classroom handouts are simple to conceive and execute. You can also keep important class records on a storage disk, whether you're tracking students' computer skills or simply maintaining a list of student scores on exams and reports. You'll also find that the program offers a way to stay in touch with parents. Illustrated flyers can inform parents of upcoming events; an up-to-date newsletter covering classroom activities and news tidbits from students is yet another way to let parents know what is happening at school. Samples of these kinds of documents and many more are included in the *Sample Classroom Materials* section in the *Appendix*.

Templates

Perhaps one of the most important teacher-specific uses you'll find for the program is producing templates for student activities. Templates are simply skeleton documents that are created and saved; they can be printed and distributed for student use. They are especially useful because they save you the time and labor of creating a document over and over–one template can be used by a whole class at a time–and they are particularly valuable in one-computer classrooms. Templates for classroom activities can be printed and distributed to each student for modification before the student goes to the computer. Computer time is then used for actual input of work, since planning has taken place before the student reaches the computer.



Story, poem, and letter templates work well with younger children whose keyboarding skills are still undeveloped. These students can learn to load saved documents and modify them with words or pictures according to a given assignment. They will still enjoy creating their own document on the computer.

In addition to creating your own templates, you'll find predesigned templates on the Template Disk (included with this package) for use with the on-line presentations and activities described in the Student Activities section. Most of these templates have been reproduced as Activity Sheets for easy duplication for your class. While they are designed to appeal to students of all grade levels, these templates can easily be modified by teachers to suit the unique interests and ability levels of individual classes.

Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

Additional Ideas

Here are some other useful ideas for creating your own documents with *The Writing & Publishing Center*. Many of these documents are reproduced in the *Sample Classroom Materials* section in the *Appendix*.

- Design a handout announcing special events, games, meetings, or performances. Student handouts can also give details about new assignments.
- Produce classroom materials to be used by students over and over again, such as a book review template, a thank you letter, or a story or poem that students can modify when they're feeling creative.
- Keep track of each student's computer skills with a class record form or progress report.
- Use the award template included on the Template Disk (see *Appendix* page 150) to give feedback to students who have completed special projects, performed extracurricular tasks, or as a reward for students who have accomplished extra tasks.
- Write a letter to parents announcing upcoming class trips or events (see page 151). For the prewriting set, encourage students to bring their news of the day and create an illustrated newsletter that can be sent home to parents.
- Publish a monthly newsletter to parents to keep them informed about class activities. For ideas on what to include, see the *Nifty Newsletters* activity on page 100.

A TEACHER'S GUIDE TO THE PROGRAM

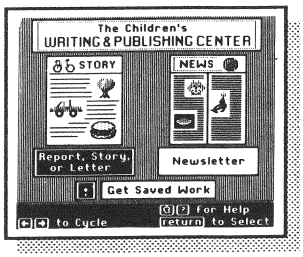
This section includes all the information you need to use the program and become familiar with its many features. It contains detailed instructions on how to start up the program, create documents, work with words and pictures, and how to manage documents and disks in the classroom. You'll also find helpful sidebar notes, hints, and teaching tips that will aid you in using the program alone or with your students.

If you are new to *The Writing & Publishing Center,* you may want to turn to *A Quick Lesson* on page 46 and work through this on-line tutorial yourself before using it with your class. This lesson is a quick and easy way to become familiar with the program, while the material that follows is ideal for reference when you need more detailed instructions.

Starting Up the Program

1. Put the Program Disk (label side up for a 3 1/2" disk, side 1 up for a 5 1/4" disk) in the disk drive and close the door. (If you have two drives, be sure the Program Disk is in drive 1. If you are using an Apple IIe with two disk drives, it is best to start up with disks in both drives–the Program Disk in drive 1, the Picture or Storage Disk in drive 2. If you start up with only one disk in some two-drive systems, the computer will not recognize the second drive when you try to get pictures or saved work.)
2. Turn on the computer, the monitor, then the printer.
3. The title screen appears; after several seconds, you'll see the prompt, "Press (return) to continue" at the bottom of the screen. Press (return) on your keyboard to see the Main Menu. The Main Menu lists three choices: **Report, Story, or Letter; Newsletter; Get Saved Work.**

Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.



Main Menu

To select a menu choice:

1. Use the arrow keys, (←) and (→), to move (cycle) among the choices. The choices become highlighted as you move over them.
2. When the choice you want is highlighted, press (return) to select it. (If you have a mouse, move it to see the arrow on the screen. Move the arrow to the choice you want and press the mouse button.)

To get back to the Main Menu immediately after you select a menu choice, press (esc) (the "escape" key). To quit and leave the program at any time, simply turn off your computer. Be sure to save your work first.

Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

To get help in the program:

1. Hold down (Apple) (the open apple key on the keyboard) and press (?) at the same time.

In addition to the help messages, the instructions at the bottom of the screen tell you what keys to press to move, make choices, and get more help.

Choosing Document Styles

The kinds of documents listed on the Main Menu are just a few of the documents you can create. The main difference between the two document types is the number of columns available for placing text and the number of pages available. After you have chosen your document type, your next choice will be between a layout that has a heading and one that doesn't.

Document Types

You can choose from two types of documents on the Main Menu:

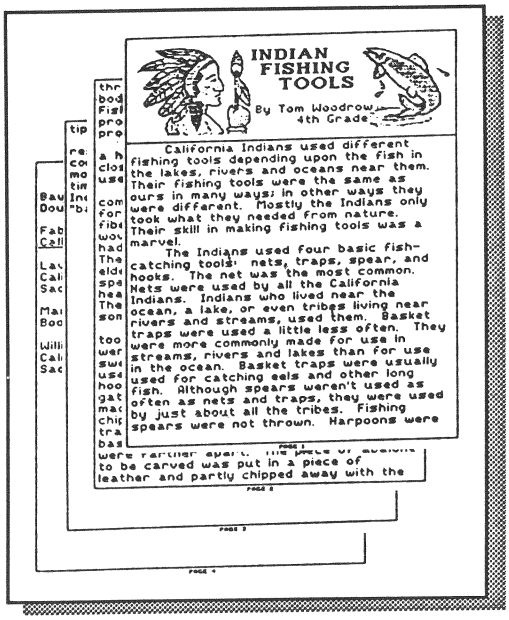
- Report, Story, or Letter
- Newsletter

The Report, Story, or Letter type of document has one column of words and pictures and can be up to four pages long. In the main part of a Report document, each *page* is as wide as the screen.

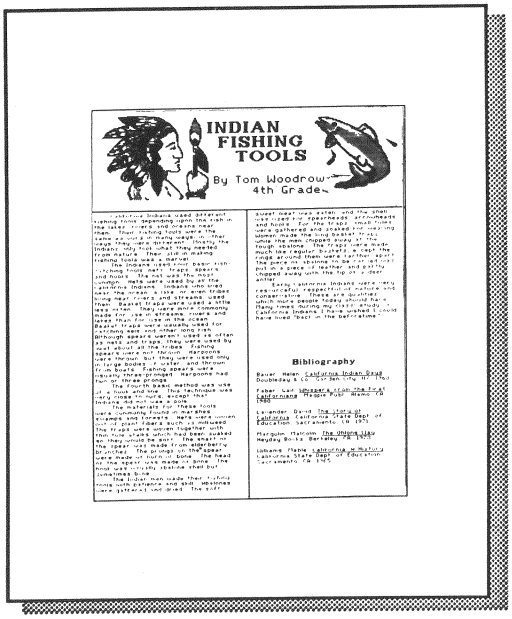
The Newsletter type of document has two columns of words and pictures and is one page long. On Newsletter documents, each *column* is as wide as the screen. That means that when you print a Newsletter, each column is only half as wide as the paper, so the words print much smaller than those on a Report document. A one-page Newsletter can contain about as many words and pictures as a four-page Report if you use the same font styles.

Whether you choose a Report or Newsletter document, you won't have to worry about margin settings. The program does it for you. You won't see the margins on the screen, but they'll be there when you print.

Printout Sizes
The two printed documents shown here contain the identical amount of text in the same fonts. Pictures and text in the body of a Newsletter type document print one half as wide and one half as high as in a Report type document, so they take up one quarter as much space.


INDIAN FISHING TOOLS
By Tom Woodrow
4th Grade
California Indians used different fishing tools depending upon the fish in the lakes, rivers and oceans near them. Their fishing tools were the same as ours in many ways; in other ways they were different. Mostly the Indians only took what they needed from nature. Their skill in making fishing tools was a marvel.
The Indians used four basic fish-catching tools: nets, traps, spear, and hooks. The net was the most common. Nets were used by all the California Indians. Indians who lived near the ocean, a lake, or even tribes living near rivers and streams, used them. Basket traps were used a little less often. They were more commonly made for use in streams, rivers and lakes than for use in the ocean. Basket traps were usually used for catching eels and other long fish. Although spears weren't used as often as nets and traps, they were used by just about all the tribes. Fishing spears were not thrown. Harpoons were
to be carved was put in a piece of leather and partly chipped away with the

Report Type Document



Newsletter Type Document

You can choose to have page numbers automatically printed at the bottom of all the pages of a document. If you do, you can set the starting page number from 1 to any number up to 20. This is useful when you create two or more documents to add pages to your work. You can also choose to have no page numbers printed. To learn more about how to set automatic page numbering, see *Printout Options* on page 41.

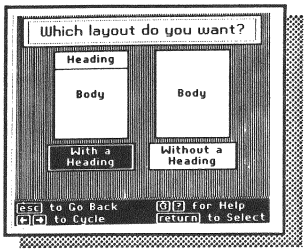
Adding Pages
If you need more than four pages for a Report document or more than one page for a Newsletter, it's easy to add pages. Just save the document you are working on, start a new document from the Main Menu, and continue your work. When you save the new document, save it under a new but related name (see page 38).

Document Layouts

After you have selected a document type from the Main Menu, a screen appears asking you to choose from two different layouts:

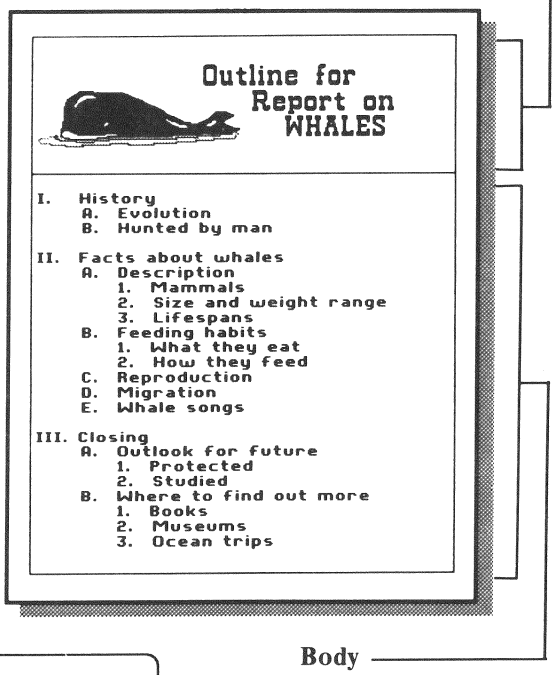
- with a heading
- without a heading

The heading can be the headline of a newsletter, the title of a report, a specially designed letterhead, or just about anything. You can use just words in the heading, just a picture, or a combination of both.



The heading takes up about one quarter of the first page.

The heading is created separately from the body–the main part of your writing–and is placed at the top of the first page when you print the document. The words in the heading print in the same size on both a Report and Newsletter document.



If you choose the layout with a heading, you can design your own heading with words and pictures or select one of 22 predesigned headings from the *Picture Reference* on pages 135-140. For more information about using predesigned headings, see pages 31-33.

If you choose the layout without a heading, the body of the document will start at the top of the page. You can still type a large headline or title if you want, but it will not be separated from the rest of the document.

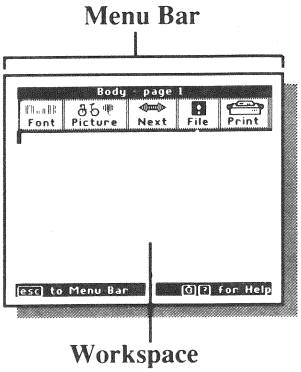
A layout without a heading is a good choice when you create new documents to add pages to your work.

If you want to change your layout after you have chosen it, you can return to the Main Menu and start over (see *Next* on page 23). However, once you add words or pictures, you cannot change the layout without starting over and entering your work again.

Remember: If you've started a document without a heading and later decide that you want one, you can always use a large font and enter a title at the top of the first page. You can also add pictures.

Using the Workspace and Menu Bar

After you choose a document type from the Main Menu and a layout for your document, you'll see a screen like the one shown here. The screen has two parts: the Workspace, where you create a document with words and pictures, and the Menu Bar, where you choose fonts, work with pictures, move between parts of the program, and save, delete, and print documents. To move between the Workspace and the Menu Bar, press (esc).



You'll know you're in the Workspace when you see the cursor.

If you chose a layout with a heading, the screen shows the Heading Workspace. In the Heading Workspace, the word "Heading" appears at the top of the screen.

If you chose a layout without a heading, the screen shows the Body Workspace. In the Body Workspace, the page you are on will be shown at the top of the screen if you chose a Report type of document. If you chose a Newsletter type of document, the column you are working on (either the left or right column) will be shown at the top of the screen.

The Workspace

The Heading Workspace and the Body Workspace look almost the same on the screen. (The Heading Workspace is shorter than the Body Workspace because a heading takes up less space on the page.) But there are some differences in the way the two work. Here are the differences you need to know about. (To find out more, see *Working with Text* on page 24 and *Working with Pictures* on page 30.)

	HEADING WORKSPACE	BODY WORKSPACE
Working with Words	You can type words over pictures.	You cannot type words over pictures.
	Words do not move around pictures.	Words move around pictures.
	You cannot cut and paste text.	You can cut and paste text.
Working with Pictures	It's best to place pictures *first*, then add words.	It's best to add pictures *last*, after placing words.
	You can place pictures side by side.	You cannot place pictures side by side.
	You cannot place pictures on top of each other.	You cannot place pictures on top of each other or on top of page or column markers.
	You can use pre-designed headings.	You cannot use pre-designed headings.

SCROLLING As you work in the Body Workspace, the screen will scroll, or move, as you enter words and add pictures. (The Heading Workspace does not scroll.) To see the parts of your document that do not appear on the screen, you can scroll the Workspace yourself.

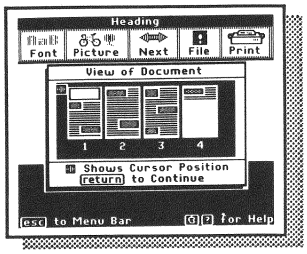
To scroll the Workspace:

1. Hold down ↓ or ↑ until the Workspace moves. Or, hold down ⌘ and press ↓ or ↑ to move several lines down or up at a time. You can't scroll past the end of the text, however.

VIEWING THE WHOLE DOCUMENT You can view a small version of the whole document any time when you are working in the Heading or Body Workspace. Viewing the whole document helps you see where you are and how much space you have left. It also shows you where pictures are and gives you an idea of how the document will look when it's printed.

To view the whole document at once:

1. Press ⌘ and V (for "View"). A window opens that shows all the parts and pages of the document. In the Heading Workspace, a checkered area shows that you entered words or placed pictures. A white area means the Workspace is empty. In the Body Workspace, checkered boxes show where you placed your pictures. The lined area shows where you entered words or left blank lines using spacebar or return. The white area shows how much space you have left to work with. An arrow (red on color monitors) marks the current location of the cursor.
2. Press return to go back to the Workspace and continue working.



When you view a small version of a Report document, you'll see four pages; on a Newsletter document, you'll see one page.

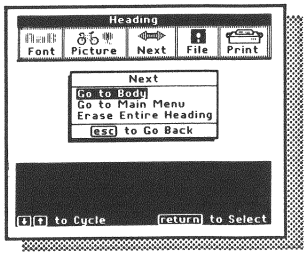
The Menu Bar

Above the Workspace is the Menu Bar. The Menu Bar has all the tools you need to work with documents. You can choose between different type styles, called fonts, and different type sizes; work with pictures; move between different parts of the program; and save, delete, and print documents.

You select tools from the Menu Bar in the same way you select choices from the Main Menu. Use the arrow keys to highlight the tool you want and press return to select it. Once you select one of the tools in the Menu Bar, a menu appears that gives you more choices.

If you have a mouse, move the arrow to the Menu Bar and click on the tool you want.

- **Font** allows you to change the style and size of the type you are using. (See *Selecting and Changing Fonts* on page 29.)
- **Picture** lets you choose a picture or predesigned heading and to move or erase a picture in a document. (See *Working with Pictures* on page 30.)
- **Next** makes it possible to move between the Heading and Body Workspace, go back to the Main Menu, or erase the entire Heading or Body Workspace of your document. The choices on the Next menu change depending on whether you are in the Heading or Body Workspace and which layout you are using (one with or without a heading).



- **File** lets you save the document you are working on, format a new Storage Disk, see names of saved documents, or delete saved documents from a Storage Disk. All these operations involve accessing the Storage Disk in the disk drive. (See *Working with Documents and Disks* on page 36.)
- **Print** allows you to print your document, change the printout options and the system setup, turn new user messages off and on, or test the printer. (See *Printing Documents* on page 40.)

> ***Network Users:***
> Be sure to also see the Network Supplement included with the Network Version of the School Edition.

New User Messages
By default, the new user messages are turned on to help beginners use the program. Once you and your students are familiar with the program, you will not need these extra messages. See page 42 for instructions on turning them off.

Working with Text

Once you choose a document type and layout, you're ready to start typing in the Workspace. You can type words, or text, anywhere on a page using different type styles and sizes. If you want to move your text around, you can cut whole lines of text and place them elsewhere in the document or in other documents. You can even copy text and use it over and over again.

Usually, you'll want to enter text *first* in the Body Workspace before adding pictures. When you add a picture, the text moves around or below the picture to make room for it. When you erase a picture, the text below it moves up to fill the empty space. If there are other pictures below the picture you added or erased, they may no longer match the text beside them. When you enter text first and then place pictures starting at the top of the document, you can be sure the pictures are beside the text where they belong.

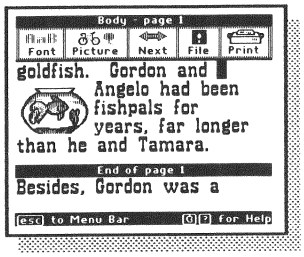
In the Heading Workspace, text can cover up pictures, so you'll want to place pictures first. Then when you type text, you can use (spacebar) or (return) to move the words off a picture.

Remember: Text and pictures can overlap in the Heading Workspace, but they will never overlap in the Body Workspace.

Entering Text

To enter text in a document, just start typing. In a Report document, you'll start typing on page 1. In a Newsletter document, you'll start typing in the left column. The blinking cursor in the Workspace shows where the next character (letter, number, punctuation mark, or symbol) you type will appear. The cursor moves as you type. When you reach the end of a line and type a word that won't fit, the program automatically moves the word down to the next line. You don't have to press return. This is called word wrapping.

Only press return when you want to end a paragraph and start a new line. You can see where you pressed return when you view return key markers. See page 28.



When you reach the bottom of the Workspace, the program moves, or scrolls, the screen up so you can keep typing. When you reach the end of a page on a Report document, you'll see a page marker on the screen. On a Newsletter document, you'll see a column marker. Just keep typing and your words will automatically go to the next page or column.

Deleting Text
You can delete, or erase, text just as easily as you entered it. Simply use the arrow keys or the mouse to place the cursor to the right of text you want deleted. Press delete until all the text you want deleted is gone.

For student activities on entering text that require minimal keyboarding skills, see *Working with Words* on page 55.

The following chart shows all the things you can do with text, such as type underlined words, center a line, and move whole lines of text in your document. For a complete list of keys to use when working with text, see *Special Keys* on page 133.

You may want to copy this chart and distribute it to your students once they've gained some proficiency with the program. It will help remind them of things they've already learned.

Working with Text Chart

Capitalize a letter	Hold down (shift) and type the letter. To type several capital letters, press (caps lock) down. Press (caps lock) again to "unlock" the key to type lowercase letters. (The two largest fonts have only capital letters.)
Type the character on top of a key	Hold down (shift) and press the key. (For example, hold down (shift) to get the # symbol on top of (3).)
Repeat a character	Hold the key down. The character will automatically repeat until you let go.
Erase a character	Use the arrow keys (or mouse) to move the cursor to the right of the character you want to erase. Then press (delete). If you erase a lot of characters, the text below the cursor will move up to fill the empty space the next time you press an arrow key, (esc), or (return). (To erase more of a document, see "Cut text from Body" and "Erase entire Body or Heading" in this chart.)

Remember: (Delete) moves the cursor backward; typing moves the cursor forward.

Insert characters	Use the arrow keys (or mouse) to move the cursor to the right of where you want to insert characters. Then start typing. The text beyond the cursor will move to make room for the new text.
Change fonts	Use **Font** from the Menu Bar. (See *Selecting and Changing Fonts* on page 29.)
End a paragraph and start a new line	Press (return) at the cursor. The cursor moves down to the beginning of the next line.
Indent a line	Move the cursor to the beginning of the line. Press (tab) to move the line five spaces to the right, or just press (spacebar) to move over as many spaces as you want.

To undo an indent, press (⌘) (L).

Insert blank lines	Press (return) at the beginning of the line for each line you want to insert.
See or hide return key markers	Press (⌘) (R) (for "Return") to see return key markers (↵) on the the screen. Each return key marker shows where you ended a line to begin a new one. The markers won't appear when you print your document. To hide the markers, press (⌘) (R) again.

Center a line of text

Place the cursor anywhere on the line of text and press ⌘ M (for "Middle") to center the text.

Move a line left

Place the cursor anywhere on the line and press ⌘ L (for "Left") to move the line to the left side of the page or column. This is especially useful if you center or indent a line and then change your mind and decide to move it back.

Type underlined words

Place the cursor where you want to start typing underlined characters and press ⌘ U (for "Underline"). As you type the text, it will be underlined. Press ⌘ U again to turn the underlining off.

Note: You cannot underline text *after* you type it.

Erase entire Body or Heading

If you want to erase everything in the Body or Heading Workspace that you are working on, choose **Next** from the Menu Bar. Select **Erase Entire Heading** or **Erase Entire Body**.

Erase Entire Body is handy if you want to reuse a heading for a new document.

Start a new page or column

To start a new page or column before you see the next page or column marker, press return repeatedly to scroll the screen until the cursor moves below the next page or column marker that appears.

Cut lines of text from Body

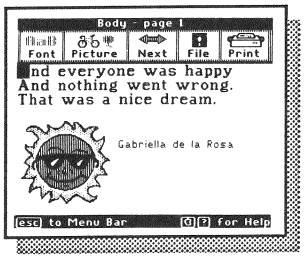
- Place the cursor on the first line of text you want to cut and press ⌘ C (for "Cut"). This highlights the entire line. (If you change your mind about cutting text, press esc.)
- Use ↓ to highlight the lines you want to cut.
- Press ⌘ C again to cut the highlighted text. (See *Moving and Copying Text* on page 28.)

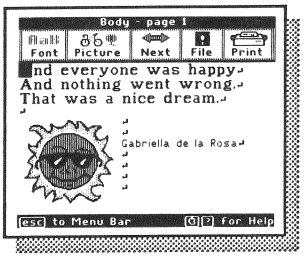
Cutting without pasting is a quick way to delete text.

Paste cut text in Body

Place the cursor where you want to paste the text you just cut. Then press ⌘ P (for "Paste"). The text you cut appears in the new location. (See *Moving and Copying Text* on page 28.)

Viewing Return Key Markers





Viewing return key markers is a handy way to see where you've been in a document. Whenever you press return to begin a new line or paragraph or to add blank lines in a document, the cursor moves down one line. To see where you pressed return and where you didn't, just press ⌘ R. A return key marker (↵) will appear in the document wherever you pressed return. These markers are only visible on the screen and won't appear when you print the document. To hide the return key markers, press ⌘ R again.

You can use ⌘ R to look at students' work on the screen to see if they are using return properly. If they press return after every line in a paragraph, the text will not wrap properly when pictures or text are added or deleted.

Moving and Copying Text

In the Body Workspace, you can cut large parts of text from the document and move them to new places in the same document. You can even move the cut text to another document. You can also make a copy of text and put the copy in a new place.

Moving text to new locations is called "cutting" and "pasting" text. You can cut and paste up to a screenful of text (about 13 lines), but you cannot cut and paste pictures in the same way (see *Working with Pictures* on page 30). Cutting and pasting only works in the Body Workspace, not in the Heading Workspace.

To cut and paste text within a document:

1. Cut the text by placing the cursor on the first line of text you want to cut. Then press ⌘ C (for "Cut") to highlight the entire line. (If you change your mind about cutting text, press esc.)
2. Use ↓ to highlight all the lines you want to cut. Press ⌘ C again to cut the highlighted text.
3. Paste the text you just cut by moving the cursor where you want to insert the text. Then press ⌘ P (for "Paste"). The text you cut appears at the beginning of the line in the new location. (If you want, you can paste the same cut text in more than one place in your document by repeating this step. Pressing ⌘ P pastes the same text until you use ⌘ C to cut again, or you turn off the computer.)

The *Mixed-Up Story* activity on page 83 gives students practice in cutting and pasting text within one document.

To paste text below the last line on a page, move the cursor past the last character and press (return). Then press (⌘)(P) to paste the text.

To move text into another document:

1. Cut the text from the first document using (⌘)(C) as described above.
2. Go to the Main Menu. (You will be asked if you want to save. See page 37 for instructions on saving documents.)
3. Get a saved document or start a new one.
4. Paste the text in this second document using (⌘)(P) as described above.

Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

To copy text:

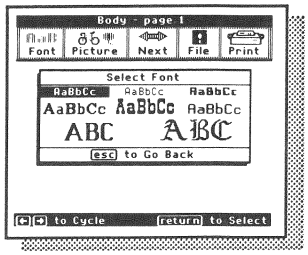
1. Cut the text you want to copy using (⌘)(C) as described above.
2. Immediately paste the text back where it came from using (⌘)(P) as described above.
3. Paste the text in a new location by using (⌘)(P) again.

Selecting and Changing Fonts

You can choose from eight different type styles, called fonts, in several different type sizes. The two largest fonts include only capital letters and some punctuation. When you begin a new document, a font is already selected before you begin typing. It's the first font shown in *Font Reference* on page 142, but you can select any font shown on these pages.

To select a font:

1. Move the cursor to the place in the Workspace where you want to start typing with the font you will select.
2. Press (esc) to go to the Menu Bar and select **Font** on the Menu Bar.
3. Select the font you want from the Font menu that appears.
4. Begin typing in the Workspace.



The big, fancy font can be used for the first capital letter in a story or paragraph, such as in "Once upon a time."

You can change fonts as many times as you want in a document. You can even change fonts for every letter in a word if you want to. When you mix fonts on a single line in your document, the space between the lines changes so that the largest font will fit.

When you insert characters into text you've already typed, the characters will be in the same font as the other characters where the cursor is positioned. If you want a different font, select a new one.

You cannot change the font of text without:
1. deleting the text, selecting a different font, and retyping the text, or
2. placing the cursor where the new font will start, selecting the font, typing the text, and then erasing the old text.

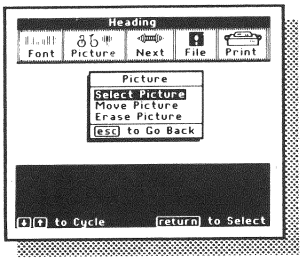
To change a font already typed:

1. Erase the text you want to change by placing the cursor at the end of the text and pressing (delete).
2. Select the font you want from the Font menu.
3. Retype the text in the Workspace.

Use the *Pictograph Headings* activities on pages 94-98 to encourage students to experiment with different fonts to add emphasis or create special effects. Point out that the size of the cursor, a space, and a blank line varies with the font. That means that they can insert wide blank lines or narrow blank lines depending on the font they choose.

Working with Pictures

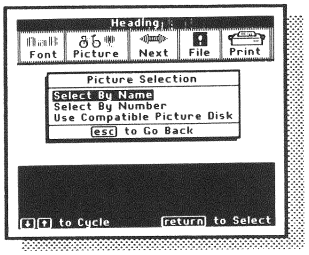
When you select **Picture** from the Menu Bar, you can choose from pictures of people, places, things, and complete scenes and place them almost anywhere in your document. You can even select a picture called "Anything" that reserves a space in your document where you can draw or glue in your own picture after you print the document. You can also choose pictures from picture disks compatible with *The Writing & Publishing Center* program.



Looking at pictures is an excellent way to generate ideas for writing. See the *Tell Me a Story* activity on page 80.

Once you select a picture, you can move it around in the Workspace and flip it before placing it in the document. Even after you've placed a picture, you can move it somewhere else or erase it whenever you want.

Selecting Pictures and Predesigned Headings

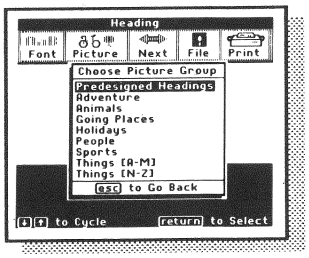


When you choose **Select Picture** on the Picture menu, you'll see several ways to select a picture. You can choose pictures from a list of names or you can type the number of a picture you want. You can also choose pictures from compatible picture disks. (For a complete list of pictures with their names and numbers and a list of compatible disks, see *Picture Reference* on pages 135-141. You can also find the pictures on the Ready Reference Card.)

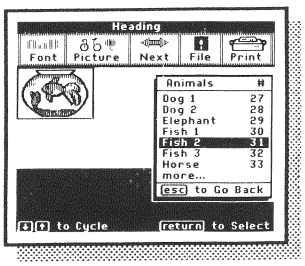
If you are in the Heading Workspace of the document, you can choose predesigned headings or create your own with other pictures you select. A predesigned heading is a heading that already contains words and pictures. You can easily erase the words in a predesigned heading and type your own, but you cannot add more pictures.

When you view predesigned headings before selecting them, they fill the whole Workspace. When you view pictures, they appear in the upper-left corner of the Workspace. The picture will cover any words there, but later when you place it, the words will appear on top of the picture.

To select pictures by name:



1. Choose **Select By Name** from the Picture Selection menu. A list of different categories, or groups of pictures, appears on the screen.
2. Select the category of pictures you want to see. A list of picture names then appears on the screen. To see more names, select **More**.
3. Select the name of a picture you want. If you are asked to insert another disk, just follow the instructions on the screen. The picture you selected then appears on the screen in the upper-left corner of the Workspace.



4. If you want to see other pictures in the category you selected, use ↓ and ↑ to move down and up the list. The pictures appear one by one. If you don't want to select any of the pictures from that group, press esc and select a new group of pictures to look at.
5. When you see a picture you want, press return to select it. Selecting the picture allows you to flip it and move it where you want it to go in the document.

Keep in mind that pressing (return) here only selects a picture—it does not place the picture in the document.

For an interesting activity on working with picture categories, see the *Tell Me a Story* activity on page 80.

To select predesigned headings by name:

1. From the Heading Workspace, choose **Select By Name** from the Picture Selection menu. (You *must* be in the Heading Workspace to choose a predesigned heading.) Then select **Predesigned Headings** from the Choose Picture Group menu. A list of predesigned headings appears on the screen.
2. Select the name of the heading you want. If you are asked to insert another disk, just follow the instructions on the screen. The heading you selected then appears on the screen.
3. If you want to see other predesigned headings, use (↓) and (↑) to move down and up the list. The pictures appear one by one. (If you don't want to see the headings one by one, press (esc) and select another name from the list.) If you don't want to select any of the predesigned headings, press (esc) twice and select another group of pictures to look at.
4. When you see a heading you want, press (return) to select it and place it in the heading.

If you don't want to select any of the pictures from a category of pictures you are in, press (esc) and select a new category to look at. If you don't want to select any of the predesigned headings you are in, press (esc) twice and select another category to look at.

Remind students that words in predesigned headings can be erased and new ones added. They should not hesitate to do this.

To select pictures or predesigned headings by number:

1. Choose **Select By Number** from the Picture Selection menu. A prompt appears asking you to enter the number of the picture you want. (See *Picture Reference* on pages 135-140 for a list of all the pictures and their numbers.)

2. Type the number of the picture or predesigned heading you want and press (return) to select it. (You *must* be in the Heading Workspace to select a predesigned heading by number.) If you are asked to insert another disk, just follow the prompts on your screen. The picture you selected then appears on the screen in the upper-left corner of the Workspace. A predesigned heading fills the Workspace.
3. If you want to see other predesigned headings or other pictures in the same category, use (↓) and (↑) to move down and up the list. The pictures or headings appear one by one.
4. When you see a picture or heading you want, press (return) to select it.

Provide students with a copy of the *Picture Reference* on pages 135-140 to save them time in selecting pictures by number.

To select pictures from compatible disks:

1. Choose **Use Compatible Picture Disk** from the Picture Selection menu. A prompt appears asking you to insert a compatible picture disk. For a list of compatible picture disks, see *Picture Reference* on page 141.
2. Insert the compatible disk and press (return). A list of picture names appears on the screen.
3. Select the name of a picture you want. The picture then appears on the screen in the upper-left corner of the Workspace. (If you want to see other pictures on the disk, press (esc) to go back to the Picture Selection menu, select **Use Compatible Picture Disk** again, and select the name of another picture.)
4. Press (return) to select the picture.

Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

Positioning and Placing Pictures

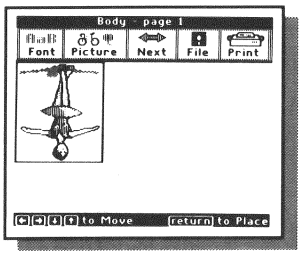
After you select a picture but before you place it in your document, you can position it by moving it around and flipping it to face different ways.

In the Heading Workspace, you can place pictures anywhere except on top of another picture. If you place a predesigned heading on top of any pictures or text already there, the pictures and text will be erased. In the Body Workspace, you can place pictures on the right and left sides of your document and anywhere up and down the page, but you cannot place pictures on top of each other, side by side, or on top of page or column markers.

If you hear a beep when you try to move a picture past the edges of the Workspace, it means you've moved the picture as far as it can go in that direction.

To move a selected picture:

1. Use ← and → to move the picture to the left and right sides of the screen, and use ↓ and ↑ to move the picture down and up. Use ⌘ ↓ or ⌘ ↑ to move the picture several lines down and up.



To flip a selected picture:

1. Press F (for "Flip"). The picture flips and faces the other way. Press F again to flip the picture upside down. Continue pressing F to flip the picture four different ways.

To place a selected picture in your document:

1. Press return when you've moved the picture where you want it in the document. Now the words will move to make room for the picture.

Repositioning and Erasing Pictures

After you place a picture in your document, you can move it or erase it any time you want. To do either one, *you must be able to see the whole picture in the Workspace*. Use ↓ and ↑ to scroll the Workspace until the whole picture is on the screen.

To reposition a picture:

1. Select **Move Picture** from the Picture menu. The cursor changes to a nonblinking outlined square (blue on color monitors) and appears in the upper-left corner of the Workspace.

2. Move the cursor until it's next to the picture you want to reposition and press (return). A frame appears around the picture so you can see how much room it will take.
3. Use (←), (→), (↓), and (↑) to move the picture or press (F) to flip the picture four different ways.

Remember: Pressing (⌘)(↓) or (⌘)(↑) scrolls the Workspace several lines at a time.

4. Press (return) to place the picture in the new location.

Since part of each picture includes an invisible square area around it, the cursor doesn't necessarily have to touch a visible part of the picture for you to move the picture.

To erase a picture:

1. Select **Erase Picture** from the Picture menu. The cursor changes to a nonblinking outlined square (blue on color monitors) and appears in the upper-left corner of the Workspace.
2. Move the cursor until it's next to the picture you want to erase and press (return).

Tips on Using Pictures

Here are a few tips on using pictures that will make your documents look terrific.

- View the whole document often by pressing (⌘)(V). Looking at the whole document will help you see how the pages look and where all the pictures are.
- If you have more than one picture on a page or column, place them on both the right and left sides for a balanced look.
- When placing pictures, it's best to start at the top of the document and work down. The text moves down the page as you insert pictures and may move past the pictures it belongs with if you don't start at the top.
- Use the smaller fonts where you plan to place pictures in the body of your document. Pictures can take up a lot of room on the page, and you'll want more than just a few words on a line.
- See *Troubleshooting* on page 144 for help if you have any special problems working with pictures.

Working with Documents and Disks

After you have completed a document, you can save it on disk for use at another time. Before you can save a document, the disk you want to save it on must be prepared, or formatted, to work with *The Writing & Publishing Center*. When your disk is full, you can delete any documents you no longer need to make room for a new document, or you can format another disk and save the new document on that disk.

Formatting a Storage Disk

To create a storage disk, you will need a blank disk or any reusable disk with files you no longer need. Disks formatted for other programs or computers will not work with this program until you format them with this program.

When you format a disk, anything already saved on it will be erased. Be sure it's all right to use (erase) the disk and then make sure it is not write-protected. Write-protected means you cannot save anything on the disk. You can format a disk while you are working in the Workspace and the document you are creating will not be lost.

Write-Protected Disks
You will know that a 3 1/2" disk is not write-protected if the tiny sliding plastic tab is closed. A 5 1/4" disk is not write-protected if there is a notch on the upper-right corner and it doesn't have a write-protect tab (tape) over the notch.

To format a disk:

1. Choose **File** from the Menu Bar, then select **Format a Storage Disk** and follow the prompts on the screen.

To save class time, format storage disks (using this program) for your students in advance, before they begin creating documents. To help them remember which disk they saved their documents on, you may want to label each disk with a name and number, such as Poems 1, Poems 2, and so on.

Saving Documents

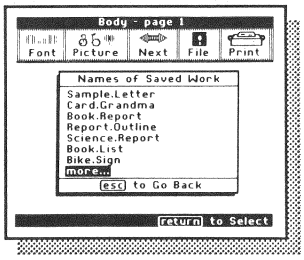
When you save a document, you're making a permanent record of it so that you can retrieve it later to work on again. Although the size of documents vary greatly depending on the length and number of pictures they contain, you can save approximately 85 documents on an 800K 3 1/2" disk and approximately 19 documents on each side of a 5 1/4" disk.

Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

In order to save a document, you must give it a name. Before you do, it's handy to look at the names of documents already stored on the storage disk. Then you can decide on the best name to save your new document under.

To see names of saved documents:

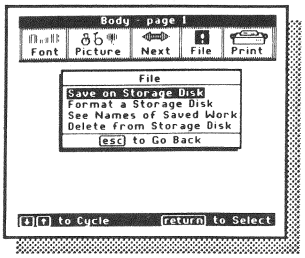
1. Select **File** on the Menu Bar, then select **See Names of Saved Work**. (You may be asked to insert your storage disk.) The names of the documents that are saved on the disk appear on the screen. To see more names, select **More** if it appears.



Since a power failure or faulty computer can cause the loss of your work, it's a good idea to save your document now and then as you work on it.

To save a new document:

1. Select **File** from the Menu Bar, then select **Save on Storage Disk**.
2. When you see the prompt, type a name for your document, up to 14 characters. If the document already has a name, press any key except (return) to erase the name and then type a new name. (If you want to save the document under the same name, just press (return).) The name you type must start with a letter and cannot have spaces in it. (You can use a period instead of space to separate words, but it counts as one of the 14 characters.) The name appears in all capital letters even when you don't press (shift). To erase a mistake, use (delete). Then finish the name and press (return).
3. Follow the prompts on the screen to insert your storage disk in the drive. Then press (return) to save your document. (If your storage disk is full, you will be asked to delete a document to make room or to format a new disk.)



Be sure to create a backup copy of the Template Disk before using the templates with your class. To do that, use a utility program or simply save the templates on a storage disk you've formatted.

After saving templates on a storage disk, be sure to write-protect the disk so that the templates are protected. Students can then get a copy of the document on the screen, but cannot delete or change it, since they cannot save their work on that disk. To write-protect 3 1/2" disks, move the sliding plastic tab open. To write-protect 5 1/4" disks, put tape or a write-protect tab over the notch in the upper-right corner.

Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

Naming Documents

To keep track of the documents on your storage disk, give them names that will help you remember them. Here are some ideas.

- Use similar names for related documents, particularly when you create a second document to add pages to your work.
  SIGN.1
  SIGN.2
- Put a date in the name.
  NOTE.MOM.3.15
  STORY.DOG.12.4
- Pick names that describe the document.
  SCHOOL.TRIP
  SCIENCE.REPORT
- Use an identifier to name templates.
  OUTLINE.TMPLT
  AWARD.TMPLT

When your students modify a template, be sure they save their document under a different name and on a different disk. You might suggest that students use their initials in all their document names so they can easily find their work again.

Getting Saved Documents

Once you save a document on a storage disk, it's easy to get it again so you can continue working on it. To get a saved document, you need to load it into the computer. You can get saved documents only from the Main Menu. If you are in the Workspace, use **Next** on the Menu Bar to go to the Main Menu.

Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

To load a saved document:

1. Select **Get Saved Work** from the Main Menu.
2. Follow the prompts on the screen to insert your storage disk in the drive. The names of the documents that are saved on the disk appear on the screen. To see more names, select **More** if it appears.
3. Select the name of the document you want to load. (You may be prompted to insert your Program Disk.) The document you selected will appear in your Workspace. The cursor will be where you left it when you saved the document.

If you save a document you loaded from the Main Menu and changed in the Workspace, it already has a name–the name you gave it the first time you saved it. Whenever you save a document twice with the same name (on the same disk), the second document replaces the first one on the disk. If you want to keep the first document, save the second one under a different name.

Deleting Documents

You can permanently delete a document from a storage disk while you are working in the Workspace. You may need to do this if you try to save a document on a disk that is full. The document in the Workspace will not be lost when you delete a document from the disk.

To delete a document:

1. Select **File** on the Menu Bar, then select **Delete from Storage Disk.**
2. Insert your storage disk in the drive and press (return). The names of the documents that are saved on the disk appear on the screen. To see more names, select **More** if it appears.
3. Highlight the name of the document you want to delete and press (return).
4. When you see the prompt asking if you are sure you want to delete the document, select **Yes** to delete the document.

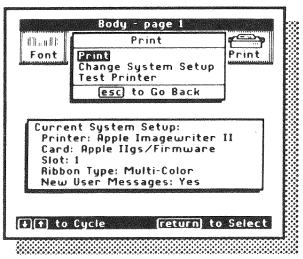
Printing Documents

You can print any document that appears in the Workspace. To print your document, you need to have a dot-matrix printer. Most printers used in homes and schools are this kind, such as an Apple ImageWriter II. Dot-matrix printers create characters and pictures on paper by printing many tiny dots.

> ***Network Users:***
> Be sure to also see the Network Supplement included with the Network Version of the School Edition.

To print a document:

1. Select **Print** from the Menu Bar. The Print menu appears at the top of the screen and a list of the current settings for the printer-computer system appears at the bottom of the screen. Select **Change System Setup** if you need to change the current system settings to match your system (see *System Setup* on page 42). Select **Test Printer** if you want to print a sample page to be sure the settings are correct (see *Test Printer* on page 44).
2. Select **Print** from the Print menu when you're ready to print your document. Then the Choose Printout Options menu appears, including a list of the current printout settings. Select **Change Options** if you want to change the current settings (see Printout Options on the next page).
3. Select **Print Now** from the Choose Printout Options menu to print your document. When you see the prompt, make sure your printer is on and press (return). If you have any problems printing, check that the current system settings are correct (see *System Setup* on page 42) or refer to *Troubleshooting* on page 144 or your printer manual.

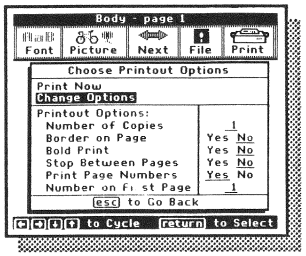


It's always a good idea to save your document before you print to avoid losing your work just in case there is a problem printing. If you've made changes to the document since the last time you saved it, you will be asked if you want to save your work before printing. If you do, choose **Yes** and enter a name for your document.

Printout Options

You can choose how many copies of your document you want to print, whether or not to have borders and page numbers, and whether to use single sheets of paper or continuous-feed paper (sometimes called pin-feed or tractor-feed computer paper). For some printers, you can also choose bold printing (for darker print).

To change the printout settings:



1. Select **Print** from the Menu Bar, then select **Print** from the Print menu. The current printout settings appear on the screen.
2. To change the settings, select **Change Options** from the Choose Printout Options menu. The first option setting becomes highlighted.
3. To change the number of copies to print or the number on the first page, use ← and → to cycle through numbers or type a number. To change the other options, use ← and → to highlight **Yes** or **No** and press return to select it. Use ↓ and ↑ to move from option to option.

> Be sure to go through these printout options with your students before they print their documents.

- **Number of Copies** indicates how many copies of your document to print. You can print up to nine copies at one time.

> When printing templates to use as classroom handouts, it's faster and cheaper to print one copy and use a copy machine to make additional copies (unless you want color originals).

- **Border on Page** prints a line that frames each page of your document. You can see what the border looks like by printing the Test Printer sample page (shown on page 44).
- **Bold Print** lets you determine the quality of your printed copy. This option only appears for certain printers. Printing in bold gives you a darker copy but takes longer to print and uses up the ribbon faster. You may want to save bold printing for your final copies.
- **Stop Between Pages** lets you stop printing at the end of each page. If you are using single sheets of paper, you can then insert a new sheet of paper in your printer before printing the next page. Choose **No** if you are using continuous-feed paper.

- **Print Page Numbers** lets you choose whether page numbers will be printed at the center of the bottom of the pages of a document.
- **Number on First Page** lets you enter a beginning page number from 1 to 20. (This option doesn't appear if the Print Page Number option is set to **No**.) To enter the number, use ⟵ and ⟶ to cycle through numbers from 1 to 20 or type a number. This option is useful, for example, if you want to create an eight-page report using two Report documents of four pages each. The pages of the first document would be numbered 1 through 4. The pages of the second document would be numbered 5 through 8, with Number on First Page set to 5.

System Setup

Before you can print a document, you need to make sure the program's settings for the printer and interface card match your own system. These settings include the kind of printer you have, the kind of card in your computer that connects your computer to your printer, and the number of the slot the card is in. (If you have an Apple IIc, there are no card and slot settings because the program automatically selects them.)

> ***Network Users:***
> Be sure to also see the Network Supplement included with the Network Version of the School Edition.

To find out what kind of card you have and its slot number in an Apple IIe or Apple IIGS computer, open the computer as described in your computer manual. The card, which is connected to your printer, should have its type and brand name printed on it. Its slot number, counting from left to right, will be a number from 1 to 7.

In addition to the printer-computer settings, there is a program setting that lets you turn new user messages on and off. These messages, which include special prompts, hints, and extra help screens, are helpful for new users just learning the program; but once you're familiar with the program, you may want to turn them off.

Any changes you make to the system settings can be saved on your Program Disk so they will load automatically each time you start the program.

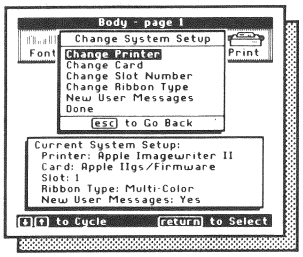
To change the system setup:

1. Select **Print** from the Menu Bar. A list of the current settings for the system appears at the bottom of the screen. You can print without changing the original settings if you are using:

- an Apple IIGS computer with Apple IIGS Firmware and an Apple ImageWriter II printer,
- an Apple IIc computer and an ImageWriter II printer, or
- an Apple IIe computer with a Grappler+ card in slot 1 and an Epson RX 80 printer.

If your system is not one of the above, you will have to change the system setup.

2. To change the settings, select **Change System Setup**. If you are asked to turn your Program Disk over or switch disks, just follow the instructions on the screen. Then select the choice for the setting you want to change from the Change System Setup menu. A list of settings appears.
3. Use ←, →, ↓, and ↑ to highlight the setting you want and press return to select it. To see more settings, select **More** or **Start again**.
4. Select **Done** from the Change System Setup menu when you have made all your changes. (You may be asked to turn your Program Disk over.) You'll be asked if you want to save the new settings on the Program Disk. Choose **Yes** to have the new setup load automatically each time you start the program. Choose **No** if you want to leave the settings changed only until you turn the computer off.



It's best to save your system setup, especially if you use the same printer for most of your printing. You can always change the settings later if you change printers.

- **Change Printer** gives you a list of different printers from which you can choose. If your printer is not among those on the list, chances are that it behaves like (or can be made to behave like) one of those listed. Try the default setting or see your printer manual.
- **Change Card** gives you a list of different interface cards that can connect your printer to your computer. (This option doesn't appear if you have an Apple IIc.)
- **Change Slot Number** tells the program what slot you have your interface card in. (This option doesn't appear if you have an Apple IIc.) Slot 1 is the normal setting on most computers. If your card is in another slot, select that number.

Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

- **Change Ribbon Type** lets you select either a multicolor ribbon or a black ribbon if you're using a color printer. (This option doesn't appear if the printer setting is for a noncolor printer.)

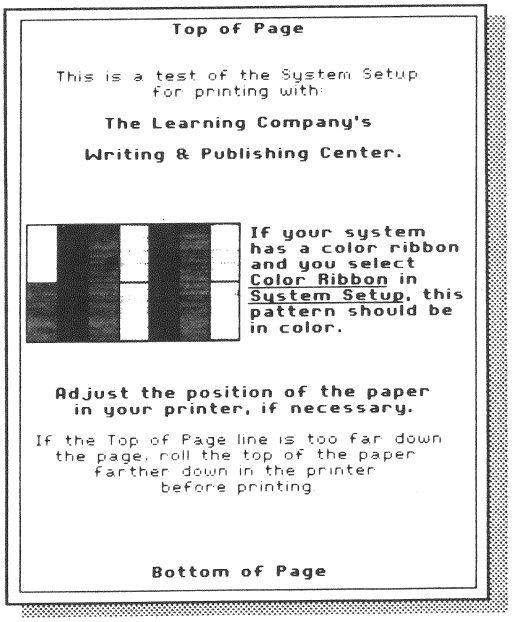
> **Color and Monochrome Printing**
> If you have a color printer, your document can be printed in color except for pictures from a compatible picture disk. (These pictures print in black even if you have a color ribbon in your printer.) If you have a black ribbon in a color printer, select Black Ribbon to get the best quality printing. If you do not have a color printer, everything in your document prints in black on your paper.

- **New User Messages** lets you turn off and on special program messages, including prompts, hints, and extra help screens, designed to help new users.
- **Done** lets you return to the Print menu. You'll have a chance to save your system settings on the Program Disk so you won't have to reset them each time you want to print. The saved settings will load automatically each time you start the program.

Test Printer

It's a good idea to test the printer after you change printer settings or if you have not used your printer in a while. When you test the printer, a sample page is printed so you can check that everything is working properly.

1. Select **Print** from the Menu Bar, then select **Test Printer** from the Print menu.
2. When you see the prompt, press (return) to print the sample page.
3. Check the sample page to make sure the paper is lined up properly and everything else is correct. If you have problems, you may need to adjust the paper position in the printer, change the system setup (see *System Setup* on page 42), or refer to *Troubleshooting* on page 144 for help.


Top of Page
This is a test of the System Setup for printing with:
The Learning Company's
Writing & Publishing Center.
If your system has a color ribbon and you select Color Ribbon in System Setup, this pattern should be in color.
Adjust the position of the paper in your printer, if necessary.
If the Top of Page line is too far down the page, roll the top of the paper farther down in the printer before printing.
Bottom of Page

> If the sample page prints successfully, you may want to tape a note to the front or back of your computer showing what type of card you have and the slot it's in. This way, if you ever need this information again it will be handy.

STUDENT ACTIVITIES

The student activities begin with *A Quick Lesson* that takes you on a brief tour of the program. Use this lesson to learn the program yourself or to introduce word processing to your class. At the end of it, you or your students will have printed and illustrated your first document–a letter to parents. For in-depth information about teaching the program skills, turn to the *On-Line Presentations* in each of the following four sections: *Working with Words, Playing with Pictures, Editing Everything,* and *Dramatic Design.* Although the activities are sequenced in order of difficulty within each section, you can move among the sections choosing the writing skills you wish to emphasize.

Working with Words features activities that focus on the things you can do with text. Its on-line presentation goes into detail about the many things you can do to manipulate text. The writing skills in this section range from the most basic, where students work with sentence parts, to the more complex, where students collaborate on a class play.

Playing with Pictures concentrates on the pleasures gained from illustrating a document. The on-line presentation shows students how to insert, delete, and move pictures. The writing skills in this section range from writing and illustrating simple descriptive paragraphs to writing an entire story.

In *Editing Everything,* students gain an insight into the value of reviewing and revising their writing. In this section, they learn how to cut and paste text within a document and review and revise their writing based on a number of criteria, from the mechanics of writing to evaluating the effectiveness of their work.

Finally, in *Dramatic Design,* students learn the value of design in enhancing communication. In this section, students learn how to put everything together, creating their own newsletters and anthologies.

A QUICK LESSON

Word processing can be tricky at first, but it is well worth learning. In fact, it's a skill your students–and you!–can use the rest of your lives. Take some time now and follow the lesson instructions exactly. In less than an hour, you'll know how to use many of the program's powerful features.

The on-line presentations included in the *Working with Words, Playing with Pictures, Editing Everything,* and *Dramatic Design* sections go into greater detail about the program's capabilities with text, pictures, and design. But this first lesson is so simple, you can learn the program's basics for the first time, right along with students, as you present it to your class. Before you begin, however, take a few minutes to make sure your computer and printer are compatible (see *System Setup* on page 42). That way, when you come to the end of the lesson, you can print a final document right away.

Getting Started

The first thing you have to do is get the program started.

1. To do this, have a student put the Program Disk (label side up for a 3 1/2" disk, Side 1 up for a 5 1/4" disk) in the disk drive and close the door. (If you have two drives, be sure the Program Disk is in drive 1. If you are using an Apple IIe with two disk drives, it is best to start up with disks in both drives–the Program Disk in drive 1, the Picture or Storage Disk in drive 2. If you start up with only one disk in some two-drive systems, the computer will not recognize the second drive when you try to get pictures or saved work.)
2. Turn on the computer, the monitor, and then the printer.
3. The title screen appears. After several seconds, you'll see the prompt, "Press (return) to continue" at the bottom of the screen. Press (return) on your keyboard to see the Main Menu. The Main Menu gives you three choices: **Report, Story, or Letter; Newsletter; Get Saved Work.**
4. Use (←) and (→) to move (cycle) among the choices. The choices become highlighted as you move over them (the box changes from white to black). You want to highlight **Get Saved Work**. Press (return) to select it. (If you have a mouse, move it to see the arrow on the screen. Move the arrow to the choice you want and press the mouse button.)

To get back to the Main Menu immediately after you select a menu choice, press (esc) (for "escape").

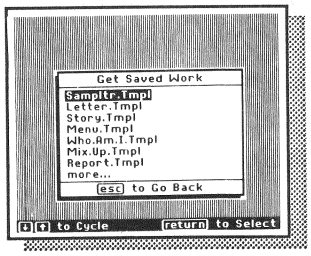
Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

You can always get help by holding down (the open apple key on your keyboard) and pressing ? at the same time. Throughout the program, messages appear on the screen (with an occasional beep to alert you) that give instructions on what to do next. Some of the prompts, hints, and help screens you'll see are designed especially for new users. Once you're familiar with the program, these messages can be turned off. (See *System Setup* on page 42.)

Getting the Sample Letter

Now you need to get the sample document you and your class are going to work on.

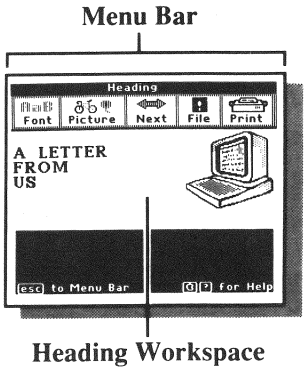
1. Read the message on the screen but insert *The Writing & Publishing Center* Template Disk into the disk drive instead. (If you have one drive, remove the Program Disk first.) Press return.
2. The screen shows the names of documents saved on the Template Disk. Use the arrow keys to highlight Sampltr.Tmpl, if it is not already highlighted, and press return to select it.
3. The disk drive's red light comes on for a few seconds as the computer gets a copy of the document from the Template Disk. (If you have one drive, you'll be asked to put the Program Disk back in the drive and press return.) In a moment, the sample letter document appears on the screen.



Explain to students that the original sample letter document is still saved on the disk and will not be changed by what is done to the on-screen copy. If something happens to the letter while you are working on it, you can always get another copy of the original sample letter from the Template Disk and work on it again. Students don't need to worry about ruining the document as they work on it.

Parts of the Letter

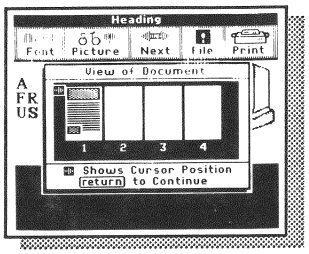
When the sample letter appears on-screen, explain that it has two parts: a heading–the top part of the letter, and the body–the main part of the letter. You can't see both parts at once, but when you print the letter, the parts are printed on the same page.



1. Have students look at the part of the letter appearing on the screen. This is the top part of the letter, the heading. It appears in the Heading Workspace. The word Heading appears at the top of the screen above the Menu Bar, telling you which workspace you are in. (Later, you'll see the rest of the letter in the Body Workspace.)

The heading has a picture in it and the words "A LETTER FROM US." Above the Heading Workspace is the Menu Bar. You'll be using it shortly when you want to change type styles, get pictures, go back and forth between the Heading and Body Workspaces, save your work, and print the letter.

2. Have a student hold down (apple) and press (V) (for "View") to see a small version of the whole four-page document. The arrow (red on color monitors) shows where you are. One of the pages has writing and pictures on it. Although you can't see clearly what's in the letter, you can see where you are and how much of the document is filled up. Press (return) to go back to the Heading Workspace.



Working with Words in the Heading Workspace

The sample letter document has pictures and words in the heading already. You're going to replace the word "US" with the name of your class. To do this, you need to move the cursor–the blinking black box you see in the upper-left corner. The cursor shows where letters and numbers are typed or erased.

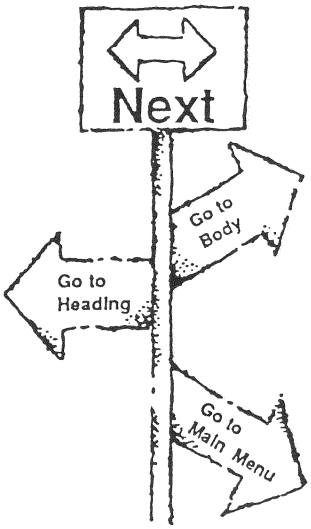
1. To replace the word "US," first erase it and then type in the words you want to replace it with. Ask a student to move the cursor down by pressing (↓) until the cursor is on the "U" in "US." Then move the cursor right by pressing (→) twice so that it is just past the "S" in "US." If you move the cursor too far, use (↑) or (←) to move it back. (If you have a mouse, move the arrow on the screen to just past the "S" in "US" and press the mouse button.)
2. To erase the word "US," have another student press (delete) until both letters disappear. You will have to press the key twice. The cursor moves backwards and the letters disappear. The cursor should now be all the way on the left side of the screen and there should be no letters on that line.
3. Now type the class name where "US" was. Explain that pressing (shift) while typing makes capital letters. If a wrong letter is typed in, use (delete) to erase and type again. You can also use (delete) to remove spaces. *It's easy to fix mistakes and make changes.*

You may want to recommend to students that they type in new text before deleting the old. With short changes, it's fine to delete text first and then retype it, but for longer changes, it's safer to insert the new text first and then delete the unwanted text. That way both the old and the new text are visible and your work won't get lost.

Working with Words in the Body Workspace

Before you go on to working with words in the main part of the letter, you and your students should know about some special keys.

esc	The escape key lets you go back and forth between the Workspace and the Menu Bar. You need to go to the Menu Bar whenever you want to select another program option, like inserting pictures, changing fonts, and so on.
←, →, ↓, ↑	The arrow keys move the cursor in the Workspace. They also move the highlighting around the Menu Bar and menus.
return	Pressing return in the Workspace starts a new line. It also lets you select what is highlighted in a menu.
⌘ ?	If you get into trouble, press these two keys to get the program's help screens–explanations, information, and tips–as you work.



Now you need to go from the Heading Workspace, where you finished typing the class name, to the Body Workspace, where you will work on the rest of the letter. That's what **Next** is all about on the Menu Bar.

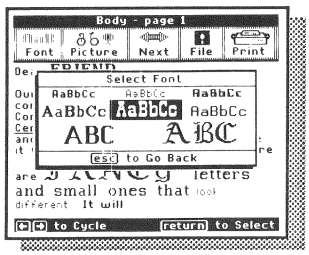
1. To work on the main part of the sample letter, you need to go to the Body Workspace. First have a student press esc. This puts you in the Menu Bar. Use → to move over to **Next**, then press return. Now you see the Next menu. Select the highlighted choice, **Go to Body**, by pressing return.

   The main part of the letter appears on the screen. You are now in the Body Workspace on page 1 of the document, as shown at the top of the screen above the Menu Bar. You'll see the cursor blinking in the upper-left corner of the Body Workspace.

Menu Bar
Body - page 1
Font
Picture
Next
File
Print
Dear FRIEND,
Our class is writing this letter on a computer using The Learning Company's Writing & Publishing Center. We can type, fix mistakes, and add pictures. Then we can save it to work on later or print it. There are FANCY letters and small ones that look different. It will
esc to Menu Bar
⌘ ? for Help
Body Workspace

2. Read the letter over with the class before you begin making any changes. Explain to students that scrolling means moving up and down a page. First have a student move the cursor over and past the text and picture in the document, then use (↓) to move down the page. As you scroll down the page, you'll see more of the letter.
3. Scroll down to the very end of the letter. When you try to go past the last word, this message appears on the screen: "You cannot use (→) or (↓) to move past the end of the text." Press (esc) to make the message go away.
4. Have another student use (↑) to move back to the top of the page. You can also hold down (⌘) and press (↑) to move more quickly. (If you go too far, you'll see a warning message as you did at the bottom of the page. Press (esc) to remove it.)
5. Now you are going to replace the word "FRIEND" in "Dear FRIEND" at the top of the letter with the word "PARENTS." Have a student erase the word "FRIEND" as follows. Move the cursor to the right of the word "FRIEND" on top of the comma. Use (delete) to erase "FRIEND." (If you erase too many letters by mistake, you can always type them in again.)

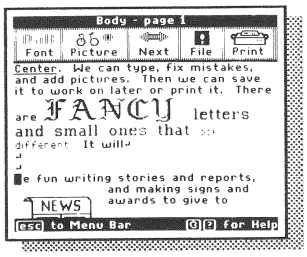
When you press (delete), it erases the character to the left of the cursor, not the character the cursor is placed on top of.



6. Before you type in the word, you can choose a different type style. Have a student press (esc) to go to the Menu Bar. **Font** will be highlighted. Press (return) to see the Font menu. (If you have a mouse, combine these two steps by moving the arrow to **Font** and pressing the button.) Then highlight the font you want using (←) or (→) and press (return) to select it. When you do, you'll be back in the Workspace at the blinking cursor.
7. Type the word "PARENTS" and watch the letters appear in the new font. Remember that typing mistakes can be corrected by using (delete) to erase what was typed. (You can also use (delete) to erase extra spaces between words or letters.) Remember to press (shift) to type capital letters. If you selected one of the two largest fonts which have only capital letters, you won't have to use (shift).

8. Now take a moment to learn about (return) and how it is used to leave blank lines. Have a student scroll down to the end of the letter. You'll see several blank lines right above the picture. (Remember that you scroll through a document by pressing (↓) or by holding down (apple) and pressing (↓) to move several lines at a time.) The blank lines above the picture are what you get if you press (return) and don't type anything on a line. (Sometimes you do that on purpose to skip a line.)

   To see where (return) was pressed, have a student hold down (apple) and press (R) (for "Return"). You'll see a return key marker (↵) at the end of the line of words above the first blank line and at the beginning of the two blank lines. These markers show where (return) was pressed. *The markers don't appear when you print.*


Body - page 1
Font
Picture
Next
File
Print
Center. We can type, fix mistakes, and add pictures. Then we can save it to work on later or print it. There are FANCY letters and small ones that
different. It will
e fun writing stories and reports, and making signs and awards to give to
NEWS
esc to Menu Bar
? for Help

You'll see that there are no return key markers at the ends of most lines of words. Explain to students that they don't need to press (return) at the end of each line as they type. This is because the text will wrap itself around to the next line automatically. The only time students should press (return) when entering text is to end a paragraph and start a new line, or to move down the page and leave blank lines.

9. Have a student erase the two blank lines above the picture. Put the cursor on the "b" in "be" (the first word on the line below the blank lines). Then press (delete) three times to erase the two ↵'s at the beginning of the blank lines and the one at the end of the line above them. See how the cursor stays on the letter "b" and the lines of text below move up to fill in the empty space? The word "be" should end up next to the word "will."

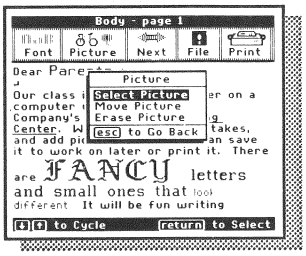
   You may want to have students take turns inserting return key markers and deleting them. When you are done, you can continue to work with the return key markers showing, or you can turn them off by pressing (apple) and (R) again.

When you check student work on the screen, use (apple) (R) to make sure students are using return correctly. If they press (return) after every line in a paragraph, text will not wrap properly when pictures or text are added or deleted in a document.

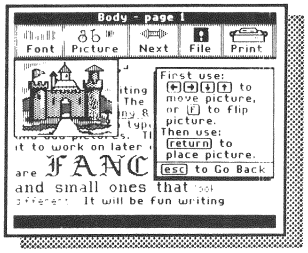
There are many other tricks with text that make this program fun to use. You can move words to the left or to the middle of a page, underline words, indent them, move entire lines around the document, and use as many different fonts as you like. The on-line presentation in *Working with Words* explains how to do all of these things.

Working with Pictures in the Body Workspace

The sample letter document already has a picture in the Body Workspace. Add a second picture, and you and your students will know how to illustrate your own documents.



1. Have a student move the cursor to the first line of the letter and press (esc) to go to the Menu Bar. Use (→) to move to **Picture** and select it by pressing (return). The Picture menu appears.
2. Select the highlighted choice, **Select Picture**, on the Picture menu by pressing (return). The Picture Selection menu appears.
3. Select the highlighted choice, **Select By Name**, on the Picture Selection menu. The Choose Picture Group menu appears with a list of the different picture groups you can choose from. It's fun to look at all the pictures in each group, but for now, just press (return) to select the highlighted choice, **Adventure**. The Adventure menu appears.
4. Press (return) to see the first picture in the Adventure group, Castle. (You may be asked to change disks.) The program gets a copy of the Castle picture and puts it on the screen to show you what it looks like. Before you can place the picture where you want it in the letter, you need to select it.
5. Press (return) again to select the Castle picture for your letter. Instructions for moving and placing the picture appear on the screen. Notice that the castle covers some of the words in the letter. Don't worry. When you place the castle exactly where you want it, the words will move out of the way.
6. Move the picture down using (↓) or (Apple) (↓) until the top of the castle is just below "Dear." (The instructions disappear when you start to move the picture. If you want to see them again, press (Apple) (?).)
7. Use (→) to move the picture to the right side of the screen. The picture jumps all the way to the right. In the Body Workspace, pictures can only go on the right or left side of the screen–not in the middle.
8. Press (return) to place the picture in your document. Notice how the words move out of the way to make room!



9. Press (esc) to go back to the Workspace. If you want to see what the whole letter looks like now, press (Apple) (V). You can see that the letter fills most of one page, that the Heading Workspace has work in it, and that there are two pictures and lots of lines of words in the Body Workspace. You'll also see that the last three pages are empty.
10. Press (return) when you're done viewing the letter.

There are many other things you can do with pictures. For more information, use the on-line presentation in *Playing with Pictures.*

Saving the Letter

When you've made all the changes you want to this or any document, it is important to save the new document. Saving it puts a copy of it on a storage disk. That way, you will not lose the copy you've saved on your disk, even if the computer goes off.

Before saving your document, you must have a storage disk prepared and formatted using this program. If you do not have one, go to page 36 and follow the instructions in *Formatting a Storage Disk.*

Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

Whenever you save students' work, it's best to save it on a storage disk–not on your backup copy of the Template Disk. Keep your original Template Disk in a safe place and write-protect your backup copy so that your template documents are protected. (For more information, see *Saving Documents* on page 37.)

Emphasize to students how important it is to save frequently as they work. That way, if the power goes off or the computer's plug is pulled out accidentally, the work they've done will be safe.

1. Have a student press (esc) to go to the Menu Bar. Then use (←) or (→) to highlight **File** and press (return).
2. You will see the highlighted choice, **Save on Storage Disk.** Press (return) to select it. (You may be asked to change disks.)
3. Now it's time to name the letter. The name Sampltr.Tmpl appears on the screen to the left of the cursor. The period in the name separates the two words because it is not possible to use spaces in the names of documents. Since this document is very different from the original Sampltr.Tmpl, give it a new name, Class.Letter.

4. Have another student type the first letter of the new name, "C." The old name will disappear and be replaced by the letter "C" and some blank spaces. Fill in these blanks with the letters of the new name, CLASS.LETTER. Notice that the name appears in all capital letters even if you don't press (shift).

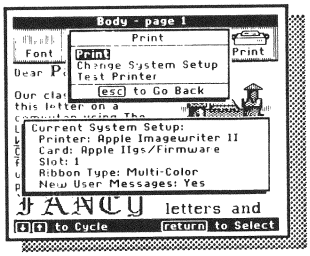
> Don't save documents using the same name as an already-named document, unless you're sure you won't need the old one. When in doubt, save under a new name and delete extra documents later.

5. Continue typing the document name, CLASS.LETTER. Explain to students that they cannot use spaces in a document name. Use a period between the two words instead. Press (return) to save the letter under the new name. (You may be asked to change disks.)

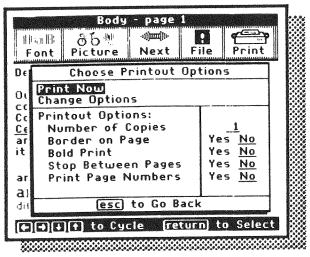
When the class letter has been saved, it will still be in the Workspace. You can go on to print it or you can make more changes. Always remember to save work onto a storage disk before using the printer.

Printing the Letter

Now that the letter has been saved on a storage disk, it's time to print it out to see what it looks like on paper. To be certain that you have the right system setup for printing, refer to page 42 before you start to print.



1. Select **Print** on the Menu Bar. (You may be asked to change disks.) The Print menu appears.
2. To check that everything is working properly before printing, test the printer as follows. Use (↓) to highlight **Test Printer** on the Print menu, press (return), and follow the instructions on the screen. A sample page prints out with messages on it. This sample page shows that the printer is working correctly and the paper is lined up properly. (If a sample page does *not* print out, see *System Setup* on page 42 and *Troubleshooting* in the *Appendix*.)
3. After printing the sample page, use (↑) to highlight **Print** on the Print menu and press (return) to select it. The Choose Printout Options menu now appears.
4. Press (return) to select **Print Now** and follow the instructions on the screen.



If you are using an ImageWriter II with a black ribbon, you can get faster, better quality printing by changing the ribbon type setting from Multi-color to Black. See *System Setup* on page 42.

If you want to create a new document, select **Next** on the Menu Bar. Then select **Go to Main Menu**, since all new documents begin at the Main Menu. When you want to stop using *The Writing & Publishing Center*, be sure to save what you're working on. Then take the disks out and turn the computer off.

Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

Congratulations! You and your class have just produced your first document. Why not make copies of your printout and send the letters home to parents?

WORKING WITH WORDS

This section of *Student Activities* concentrates on working with words. Here, activities focus on basic text-based word-processing skills, such as inserting and deleting text, manipulating text on a page, and working with different fonts and type sizes.

The writing activities here are sequenced so that each activity builds on and reinforces the skills introduced in the one before it. The section begins with the most basic early writing skills: completing sentences, then identifying sentence parts, and writing a story using them. The skills grow more complex throughout as students learn to use descriptive language, language designed to convince or persuade, as well as a variety of poetic tools, such as imagery, simile, metaphor, rhyme, alliteration, and mood. Finally, students discover the visual impact of different poetic forms and incorporate the information into poems of their own. In the last activity, students exercise their creativity by role playing and writing their own class play.

Skills Matrix

	Form Letter	Make-a-Story	Menu Maker	Picture Poems	Poetry Forms	Class Play
Science	★	★				
Social Studies	★	★				★
Math		★	★			
Literature				★	★	★
Program Objectives						
WORKING WITH WORDS						
• insert text	★	★	★	★	★	★
• delete text	★	★	★	★	★	★
• manipulate text (center, underline, tab, etc.)	★				★	
• select fonts, type sizes	★				★	
Writing Objectives						
BASICS						
Writing descriptions						
• identify important facts		★	★			★
• use descriptive language			★	★	★	
• use humorous language			★	★	★	★
• convince and persuade	★		★			
PREWRITING						
Writing letters						
• identify parts of a letter	★					
• create a letterhead	★					
Working with ideas						
• use an activity sheet to generate ideas		★		★	★	★
• use role play to generate dialog						★
WRITING IN DIFFERENT FORMS						
Writing stories						
• identify sentence parts		★				
• identify topic sentence		★				
• use sentence parts to write story		★				
• use antonyms		★				
Writing poetry						
• create word pictures				★		
• use figures of speech (metaphor, simile)				★		
• use rhyme				★	★	
• create mood				★	★	
• write in different forms (haiku, acrostic, cinquain)					★	
• use words to create visual effect					★	
Writing a Play						
• create character, plot, setting, and time frame						★
• identify theme, tone						★
• write dialog and narrate events						★
• resolve conflict						★

On-Line Presentation

Form Letter

During a class discussion, students learn about the different parts of a form letter and compose their own letter asking for information about a science or social studies project the whole class is working on. The on-line presentation emphasizes competence in basic word-processing skills involving text.

Here, students take turns modifying the Form Letter template. They learn basic program skills like inserting and deleting text, manipulating text in different ways, and selecting different type sizes and fonts. Other program skills covered in this presentation include viewing the whole document and displaying return key markers so that students can see where paragraphs and blank lines have been inserted into a document. Finally, students save the file under a new name and print out the final document.

Samples of different letters
Form Letter template file (Letter.Tmpl on Template Disk)
Copies of Font Reference, pages 142-143

Before you begin, distribute different samples of letters you have collected and point out the different parts of the letter–the letterhead, the date, the address of recipient, the body, the salutation, etc.–and discuss what kinds of information properly belong in each part.

Go over the Form Letter template before starting the presentation. Discuss how the template can be used to request information about a science or social studies project they are involved in as a whole class. The class should consider what they need to know and who they can write to for information.

Once the class has agreed on the details to be included in the form letter, load the program and select **Get Saved Work** from the Main Menu. As you load the template, explain that the document you select will be a single-column

```
NAME OF SCHOOL
STREET ADDRESS
CITY, STATE, ZIP CODE

DATE


NAME
NAME OF PLACE
STREET ADDRESS
CITY, STATE, ZIP CODE
Dear NAME:
In our NUMBER grade class, we are
doing research on SUBJECT.  We are
especially interested in information
about:
TOPIC ONE
TOPIC TWO
TOPIC THREE
Is there anything you can send us on
these topics?  We would also
appreciate the names and addresses
of other people we could write to.
We look forward to hearing from you.

Sincerely,

YOUR NAME
```

document with a heading. When the template appears on the screen, you can ask a student to press ⌘V (for "View") to view the entire document before you start work on it. Using this feature, students see how much room is left in a document. They can also see what the whole document will look like when it's printed. Press return to go back to the Workspace and begin working. Remind students that they are in the Workspace whenever they are writing–the Workspace is the area below the Menu Bar. The Menu Bar contains all the tools for producing documents. Students should press esc to move between the two.

Start with the body of the letter to demonstrate how to insert and delete text. Tell students you will come back to the letterhead part of the document–the part at the top of the page–later. (If the Heading Workspace appears on the screen, go to **Next** on the Menu Bar and select **Go to Body**.)

In the body of the letter, students should take turns deleting the capitalized words and inserting their own. Have one student move the blinking cursor to the right of the word "NAME" in the first line and press delete to erase it. Tell students that to erase text, the cursor must be placed at the right of the letter, or character, that needs to be erased. When they press delete, the letters to the *left* of the cursor are the ones that get erased. A lot of letters can be erased simply by holding down delete. They can start typing the name of the recipient when everything they want to erase is gone. The text beyond the cursor will adjust to make room for the new words in the body of the letter.

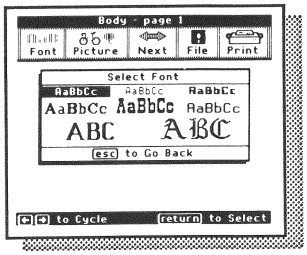
To type the capital letter at the beginning of the name, have the student type the letter while holding down shift. Continue through the document in this way, replacing the capitalized words with words the class has decided on.

You will notice that the template doesn't have extra space between paragraphs or between different parts of the letter. You will need to insert extra lines at the end of paragraphs and between different parts of the letter to set them off visually. To insert blank lines, simply press return. You can see where you have put these extra returns by pressing ⌘R (for "Return"). Remind students that these markers don't appear on the printed document. (To hide return key markers again, press ⌘R again.)

When you come to the part of the body listing the three topics for the kinds of information requested by students, have a student press (tab) to indent this section, setting it off visually from the rest of the body. Then ask another student to align the second line with the first, again using (tab). To change a line back after it's been indented, have a student press (Apple) (L) (for "Left"). The line can be reindented by pressing (tab) again.

The second paragraph of the form letter has no capitalized words to delete. However, you might want to modify this paragraph to reflect special class needs. Have a student pick a word to emphasize by underlining it. To underline a word, have a student erase the word that is to be underlined. Then press (Apple) (U) (for "Underline"). As the text is typed, it will automatically underline. To turn off the underlining, press (Apple) (U) again. (Note that you cannot underline text *after* it is typed.)

When the body of the letter is completed, move to the Heading Workspace of the document–the letterhead–by using **Next** on the Menu Bar. In the letterhead, students learn about different fonts and different type sizes. Ask students to refer to their copies of the Font Reference to choose a font, or several fonts, for the letterhead. Although you will want students to think about what is practical as well as what is appealing when they write their own letters, for the purposes of this presentation, aesthetics don't matter.



Have a student delete the first line of the letterhead ("NAME OF SCHOOL") and press (esc) to go to the Menu Bar. Then have the student select a font from the Font menu and type in the school name. What they type will appear in the selected font. For the next two lines, ask several other students to type in the school address, using a different font for each word. To do this, simply press (esc) and go to the Menu Bar to select a font. Then type the word or letter in the Workspace.

When the letterhead is complete, center it in the middle of the page by having one student place the cursor anywhere on the first line of the letterhead and then press (Apple) (M) (for "Middle"). The line will move to the center of the page. Continue this procedure, asking other students to center other lines of the letterhead.

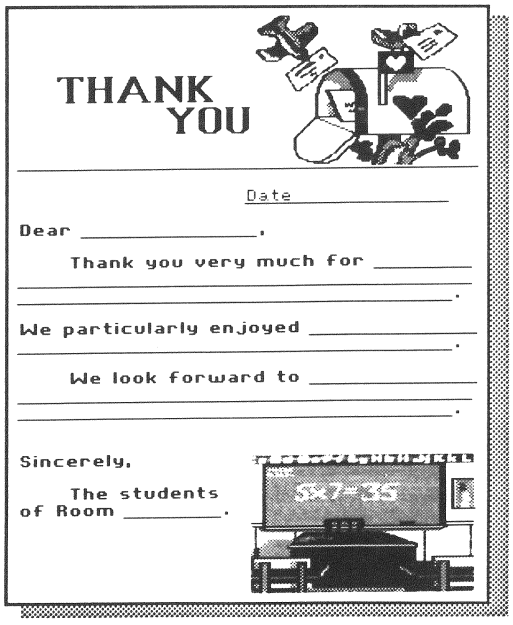
Finish the letter by entering the date, having students use the tricks with text they have learned in the presentation. (If students have used large fonts in the letterhead, there may not be room to include the date in the Heading Workspace. In that case, have them go back to the Body Workspace and enter the date as the first line of the letter.)

Have one student save the final document. Remind the class that it is important to save documents. To save, press (esc) to go to the Menu Bar, move with the arrow keys until **File** is highlighted, and then press (return). In the **File** menu, the student selects **Save on Storage Disk.** When the request to name the document appears on screen, make sure students choose a name different from the template name; otherwise, the template will be overwritten if you haven't write-protected the disk. (See pages 37-38 for more information on saving and naming documents.) Remind students that they cannot use spaces in document names; they can, however, put a period between words. Press (return) to save the document under the new name.

To print the final version of the class form letter, have a student select **Print** on the Menu Bar. Follow the directions there when the Print menu appears. (For more information on printing a document, turn to *Printing Documents* on page 40.)

ADAPTING THE ACTIVITY

Ask students to compose a wide variety of form letters based on the Form Letter template. Form letters can cover a gamut of types: letters to relatives, thank you notes, invitations, letters to pen pals, imaginary letters to beings from another planet telling about life on the planet Earth, letters from students pretending to be imaginary beings, letters of complaint, letters to the editor of the local newspaper agreeing or disagreeing with an article that appeared in the paper, letters placing an order for something the student wants to buy, or letters asking for career information.



EXTENDING THE ACTIVITY

Personalized Letterheads. You might want to extend the Form Letter activity by having students design personalized letterheads for use in all their letters. In the *Pictograph Headings Parts 1 and 2* activities described in *Dramatic Design,* students learn more about design and using fonts and type sizes to create visual effects.

Writing Business Letters. Receiving a response to a letter is, of course, part of the joy of writing letters, and students can experience the excitement of receiving their own mail by writing to the companies and organizations listed below.

To have students place an order, have them create a form letter or an original letter that asks for an item available from these companies and organizations.

To ask for:	**Write to:**
A Tour with Kisses the Chocolate Bear (A 16-page booklet that describes how chocolate is made)	Hershey Foods Corporation Consumer Relations Dept. 14 East Chocolate Avenue Hershey, PA 17033-0800
A postcard of nine Coca-Cola stickers with the Coca-Cola logo in different languages (limit is one per letter)	Consumer Information Center Coca-Cola Company USA P.O. Drawer 1734 Atlanta, GA 30301
A fan mail package	Dallas Cowboys* 1 Cowboys Parkway Irving, TX 75063
A Helen Keller booklet	American Foundation for the Blind 15 West 16th Street New York, NY 10011
Elementary Information Sheets on projects of the U.S. space program (Enclose a self-addressed, stamped envelope.)	Public Services Branch/AP4 Elementary Information Sheets NASA Johnson Space Center Houston, TX 77058

To have students make a suggestion to a business, have them create a form letter or write an original letter that describes a menu item that one of the fast-food companies listed below might want to offer. Ask students to include such information as what they already like about the food, how often they eat there, and why their suggested menu item would be a good product.

* For information on other U.S. teams, contact the Public Relations Department for the team desired.

Arby's, Inc.
Ten Piedmont Center
3565 Piedmont Road
Atlanta, GA 30305

Burger King Corporation
Consumer Relations Dept.
P.O. Box 520783, GMF
Miami, FL 33152

McDonald's Corporation
McDonald's Plaza
Oakbrook, IL 60521

Baskin-Robbins
3600 N. River Road
Franklin Park, IL 60131

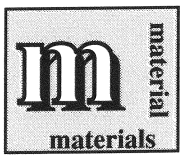
Haagen-Daz
1 Amboy Avenue
Woodbridge, NJ 07075

On-Line and Off-Line Activities

Make-a-Story

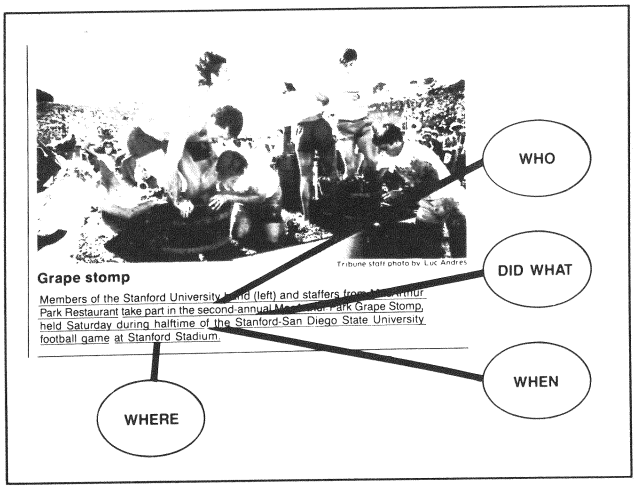
This activity introduces the basics of good writing by teaching students to recognize and use seven sentence parts–WHO, WHAT, DID WHAT, WHEN, WHERE, WHY, and HOW. These sentence parts are emphasized here rather than the classic parts of speech, because they are functional elements of language that writers need to create fiction and nonfiction. By identifying sentence parts, students learn to classify groups of words according to their functions. Students are also encouraged to be creative when they are asked to supply their own words to the missing story parts in the activity sheet.

Students practice identifying different parts of a sentence in the topic sentence of a newspaper article. Then they write their own story, filling in the missing sentence parts on the Make-a-Story activity sheet. Finally, using the computer to finish the sentences in the Make-a-Story template, students reinforce basic computer skills.

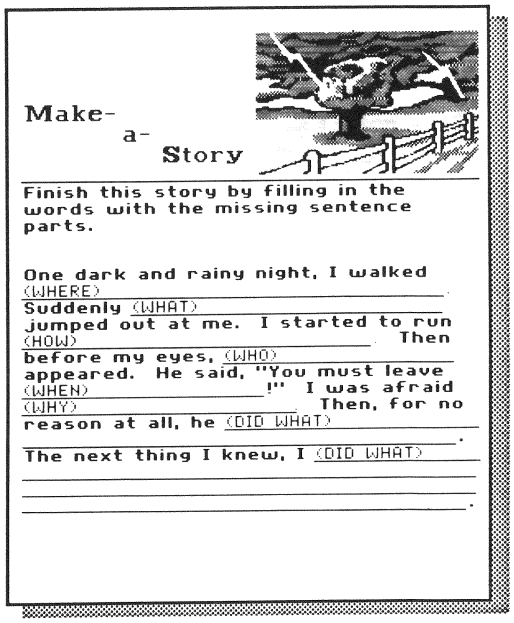


Newspapers (local, school, or specialty)
Colored pens, pencils, or felt-tipped marking pens
Paper
Scissors
Glue
Make-a-Story activity sheet, page 106
Make-a-Story template file (Story.Tmpl on Template Disk)

1. Provide the class with as many newspapers as you can, or ask them to bring them from home. Then have students browse through them and clip articles of interest. (You may want to check the articles to make sure the first sentence in each is a topic sentence and therefore appropriate for the activity.)
2. Have students glue their article in the center of a blank sheet of paper. (You may want students to re-write the opening sentence of the article on a blank sheet of paper rather than mounting it on paper.)
3. Have students underline each of the basic sentence parts–WHO or WHAT, DID WHAT, WHEN, WHERE, WHY, and HOW–in the first sentence of each article, using a different color for each part.


WHO
DID WHAT
WHEN
WHERE
Grape stomp
Members of the Stanford University band (left) and staffers from the Arthur
Park Restaurant take part in the second-annual Mardi Gras-style Ark Grape Stomp,
held Saturday during halftime of the Stanford-San Diego State University
football game at Stanford Stadium.
Tribune staff photo by Luc Andres

4. Draw a line in the same color to the margin of the paper and write the name of the sentence part. Help students discover the amount of information contained in a single sentence. Point out how these topic sentences introduce the main ideas of the articles.
5. When students are done, distribute one copy of the Make-a-Story activity sheet to each student.
6. Have students fill in the missing sentence parts on the page with whatever words they want to use. Students can use the Picture Reference to spark ideas. (Although they may not have yet learned how to insert pictures into a document, familiarizing students with the contents of the Picture Reference now will help in future activities.) Students can work alone, or in pairs or groups for this activity.
7. When they have finished writing their stories, have students work in pairs at the computer deleting the capitalized sentence part names in the Make-a-Story template and entering their words. (The rules on the activity sheet do not appear in the template file.)


Make-a-Story

Finish this story by filling in the words with the missing sentence parts.

One dark and rainy night, I walked ⟨WHERE⟩ _____.
Suddenly ⟨WHAT⟩ _____ jumped out at me. I started to run ⟨HOW⟩ _____. Then before my eyes, ⟨WHO⟩ _____ appeared. He said, "You must leave ⟨WHEN⟩ _____!" I was afraid ⟨WHY⟩ _____. Then, for no reason at all, he ⟨DID WHAT⟩ _____.
The next thing I knew, I ⟨DID WHAT⟩ _____.

ADAPTING THE ACTIVITY

Illustrating the Story. Once students have learned how to insert pictures into a document, this activity will lend itself nicely to illustrating the stories as students insert pictures beside their text.

Theme Stories. Depending on the level of your class, you may want to prepare a template or have students write their own stories based on a historical event, such as Paul Revere's midnight ride, the California Gold Rush, Columbus' discovery of the New World, or any event they have learned about in social studies class.

EXTENDING THE ACTIVITY

Antonym Game. Have students review and revise their stories by locating all the words they can find that have antonyms. Then have students replace those words with their antonyms. New printouts of the story can be passed on to classmates, whose task is to read the story and locate and replace antonyms with the original words. In this exercise, students rely on context to provide clues to the correct vocabulary. Students can compare unscrambled stories with the originals to see which words were changed and which ones were overlooked.

Menu Maker

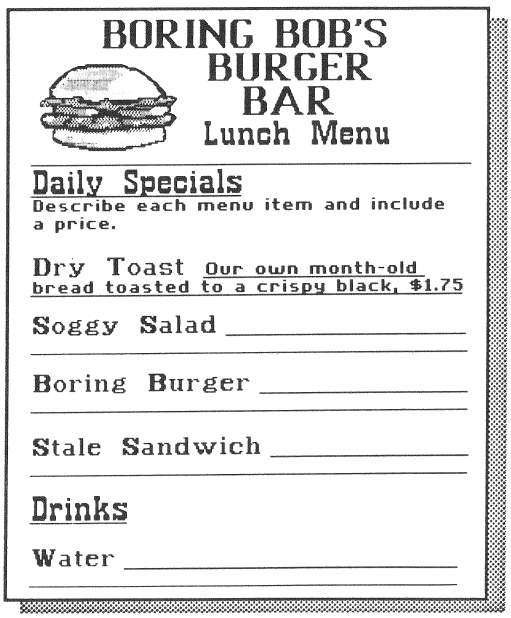
In *Menu Maker,* students learn to identify descriptive language and its function in convincing and persuading the reader. Students develop creative writing skills when they write descriptive language for their own menus and slogans. The activity also gives students a chance to express themselves in humorous ways.

After studying some examples of menu writing, students name menu items for their own restaurant and write descriptions of them, exploring the use of humorous language to create an effect. They also write their own promotional slogans to persuade others to eat in "their" restaurant. Finally, students use math skills to calculate the check for an imaginary meal.

Samples of menus from several restaurants in your area
Menu Maker template file (Menu.Tmpl on Template Disk)
Menu Maker activity sheet, page 107
Pencils
Blank scrap paper

Precede the activity by showing the class examples of menus and menu descriptions you have gathered. You may want to have students ask their favorite restaurant for copies of a menu to bring to class.

Go over menu descriptions in class, asking students to point out examples of effective use of language. Ask students to think about why some descriptions are appealing and others aren't. Discuss naming menu items. Students should think about why some names make them want to buy an item and why others don't. Find a menu that has a slogan printed on it. Ask students how language can be used to write effective slogans that persuade someone to eat in a restaurant.



1. Distribute copies of the Menu Maker activity sheet to the class. Have students write their own menus, including a description of each item and its price. Encourage students to write in a humorous vein, following the lead of the item already described on the activity sheet. If they like, they can change the names of the menu items as well as the name of the restaurant.
2. In the space at the bottom of the activity sheet, have students write a slogan for their restaurant. The emphasis should be on using language to persuade customers that their restaurant is the best place to eat.
3. As students complete their activity sheets, have them go to the computer to fill out the Menu Maker template, changing any of the words that are already there. Ask them to use different fonts for emphasis, as well as to enhance the visual effect of the menu. (Be aware that students' menus will vary in length. The document can be up to four pages long.) Finished menus can be printed out for the next step in the activity, or students can do the next step using their activity sheets.
4. Distribute scrap paper to pairs of students and have them exchange completed menus. Student A reads over the menu and makes luncheon selections. Student B, who wrote the menu, tallies up the cost of the lunch. Have students include sales tax if they know how to work percentages. Student B then writes up a check and presents it to Student A. Reverse the procedure, with Student B making the luncheon selections and Student A working out the bill.

Picture Poems

This activity introduces several important aspects of poetry: rhyme, use of imagery, and mood. Enhanced creativity results as students learn to use language in the precise and unexpected ways that poetry stimulates. Through poetry, students can develop an appreciation for the power of language.

Students learn to identify images, or word pictures. After examining other poems, they write word pictures that illustrate an idea or emotion, and then compose a list of adjectives to use in their own poems. Finally, they put everything together to write poems of their own.

Picture Poems, Adjective List, Simile Poem, and Metaphor Poem activity sheets, pages 108-111
Dictionary and/or thesaurus
Pencils

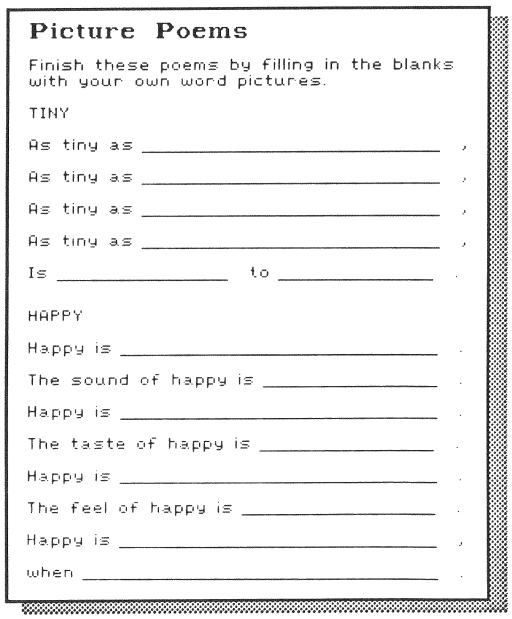
Provide students with background information about metaphors and similes. You can read aloud one of your favorite poems, or you can use the two poems provided below for class discussion. Depending on what your class already knows about poetry, you can introduce similes as being word pictures comparing two unlike things, connected by the words *as* or *like,* and metaphors as being word pictures comparing two somewhat similar things. Or you may simply want to tell students that simile and metaphor are only two of the many ways to make word pictures. Ask students to identify the word pictures in each of the poems and have them choose their favorites. Help them to observe that word pictures can evoke all the senses: sound, sight, taste, touch, and smell.

Introduce students to rhyme (two or more words with the same final, or ending sound) if they are not already familiar with it. Ask them to identify the rhymes in the poem. Do they notice that all the rhymes fall at the end of lines? You can use the poem "Happy" (below) to introduce mood. You might ask students, for example, if they think the poem could just as easily be retitled "Sad." Explore the connection between the word pictures in the poem and the mood, or feeling, of the poem.

Tiny
As tiny as a freckle,
As tiny as my footprints when I was two,
As tiny as a speck of sand,
As tiny as a moment,
Is the planet Earth to the planet Jupiter.

Happy
Happy is a baby playing with fat toes,
The sound of happy is a gurgling brook as it flows.
Happy is waking on a sunny Saturday,
The taste of happy is a gooey hot fudge sundae.
Happy is a sparkling green lawn,
The feel of happy is the coolness of a summer dawn.
Happy is a bird singing a song just for me,
When we're both outside feeling free.

1. After the class discussion, distribute the Picture Poems activity sheet which has the incomplete poems, "Tiny" and "Happy." Most of the text has been deleted and blanks inserted where the word pictures belong. Have students fill in the blanks with word pictures of their own. Remind them to think of what they have learned about mood and rhyme as they write.
2. Distribute copies of the Adjective List activity sheet to the class. Have students fill out the alphabet section using a different adjective for each letter of the alphabet. Encourage them to use the thesaurus and the dictionary to spur their imagination.
3. When students have completed the adjective list, they can go on to the Simile Poem and Metaphor Poem activity sheets, writing two poems, one using similes and the other metaphors. This time, they write the whole poem on their own, selecting the subject of the poem from their adjective list, as well as using the list for word choices. Remind them to incorporate what they have learned about word pictures, mood, and rhyme into their poems.
4. Finished poems can be entered into the computer.



Picture Poems

Finish these poems by filling in the blanks with your own word pictures.

TINY

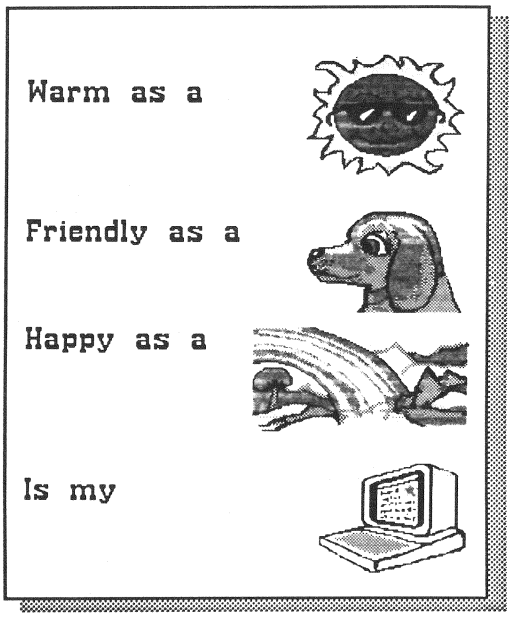
As tiny as _____ ,
As tiny as _____ ,
As tiny as _____ ,
As tiny as _____ ,
Is _____ to _____ .

HAPPY

Happy is _____ .
The sound of happy is _____ .
Happy is _____ .
The taste of happy is _____ .
Happy is _____ .
The feel of happy is _____ .
Happy is _____ ,
when _____ .

ADAPTING THE ACTIVITY

Illustrating the Poems. This activity can be readily adapted to working with illustrations, once students know how to insert pictures into a document. Students can also create picture poems by using pictures to replace some of the text. Picture poems like the one shown here will be fun for students to create. This activity also enables students to understand in a more concrete way that words and pictures can work together to communicate ideas.



EXTENDING THE ACTIVITY

Poetry Anthologies. Students can save their favorite poems for use in the *Poetry Anthologies* activity described in *Dramatic Design.*

Poetry Forms

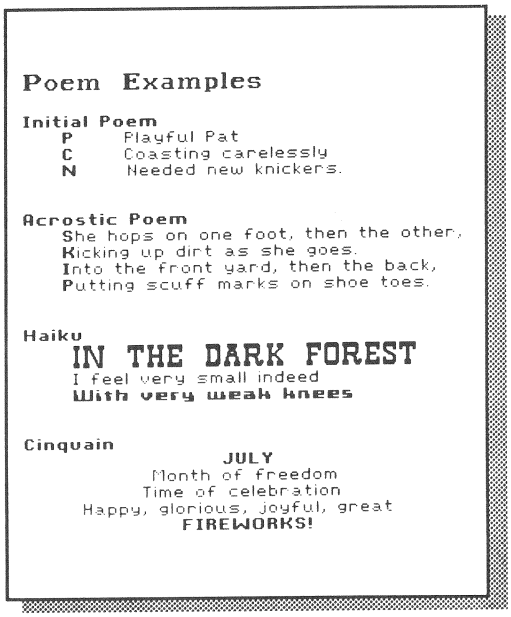
This activity illustrates the connection between the visual appeal of a poem and its content. Students learn about different forms, or shapes, that poems are written in, as well as poetry forms, like haiku, that other cultures have developed. This activity serves as a precursor to the more intensive design activities in *Dramatic Design.*

Students study other poetry forms, analyzing how the poem's visual "action" contributes to the understanding of the poem's message. Then students use the activity sheet to write their own poems in four styles: initial poem, acrostic poem, haiku, and cinquain. As they write their poems, they incorporate what they have learned about poetry so far.

Poem Examples and Poetry Forms activity sheets, pages 112-114
Pencils

Before beginning the activity, you may want to review different poetry forms with the class. Although several forms are suggested here with examples, they are by no means the only ones possible. You can distribute copies of the Poem Examples activity sheet to the class for discussion, or you can write the poems on the board. It is important for students to be able to see the visual impact of each poem.

You might want to ask students for their impressions on how different type sizes and faces create the visual impact of specific poems. For example, while the haiku uses fonts to emphasize the poem's message, the cinquain does the same thing with its shape. The activity reinforces basic word-processing skills learned throughout this section, such as inserting text, manipulating it, and working with different fonts.



INITIAL POEM In the initial poem, students write their three initials in a column on the left of each line, one initial per line. They then write a poem, using alliteration in each line of the poem.

ACROSTIC POEM The acrostic poem is based on a crossword puzzle format and reads down as well as across. Students choose a four-letter word to write a poem about. They can choose from verbs, like *jump*, or nouns, like *boat*. Then they write the letters in the word vertically on their paper, one letter per line. The only restrictions are: (1) that each line in the poem begins with the letter at the start of the line, and (2) that the poem be about the word the student has chosen. You may also want to ask students to rhyme alternating lines.

HAIKU A haiku is a Japanese style of poetry that has only three lines. The only restriction on this poem is that each line should contain no more than a specified number of syllables: 5 syllables in line 1, 7 syllables in line 2, and 5 syllables in line 3. You may want to encourage students to think about how they will create visual impact for the poem while they are writing it.

CINQUAIN Cinquains are also poems written by counting syllables. The first line of a cinquain should have 2 syllables, the second line 4 syllables, the third line 6 syllables, the fourth line 8 syllables, and the fifth line 2 again. You will want students to think about the shape of a cinquain as they write it.

1. After the class discussion, distribute the Poetry Forms activity sheets to each student. Ask students to follow the instructions on the sheet, writing one poem for each form.

2. When students have finished writing their poems, have pairs of students go to the computer and choose one poem from the ones they have written. They will enter this poem together, deciding on font, type size, and placement on the page to create a poem with visual appeal as well as verbal appeal. Have students use different fonts to accentuate their message, center text to create cinquain-shaped poems (using ⌘ M), and so on. Students should be able to use the different tricks with text learned in the on-line presentation.
3. After students have entered and printed their poems, the class can go over the finished products. Student pairs can present their finished poem and explain what visual impact they wanted to create, why they picked certain fonts and type sizes, and so on.

Remind students to make use of everything they have already learned about poetry: rhyme, mood, alliteration, simile, and metaphor when they are writing their poems.

EXTENDING THE ACTIVITY

Poetry Anthologies. Students can save their favorite poems for use in the *Poetry Anthologies* activity described in *Dramatic Design*.

Class Play

Students exercise their creativity by writing a play, working with the same essential elements of fiction covered in earlier activities writing stories, but in three dimensions. The activity also gives students a chance to create realistic dialog and use it to narrate events.

Working from a one- or two-sentence core idea, students use a worksheet to outline characters, plot, setting, and tone of the play during the prewriting phase of the activity. Students then role play the core idea to get an insight into using realistic dialog as a tool in writing. During the role play, some students in the group take notes to capture dialog so that the good bits aren't forgotten. From these notes and from the worksheet, the group collaborates on writing the play. The final script can be typed up on the word processor, and the play performed for the class.

Scraps of paper with role play core ideas written out
Class Play activity sheet, page 115
Paper
Pencils

You may want to do this activity in conjunction with studying a play in your literature class, or link it to plays students have seen.

1. Divide the class into groups. Before beginning the activity, solicit core ideas from the class for situations offering inherent conflict that can be resolved dramatically, or any idea that can be role-played by three or more students. This should be briefly defined, leaving a lot of latitude for group interaction. Several ideas have been listed below. Use these or others suggested by the class.
   Role Play Ideas
   - You need to explain to your parents how your baseball got into the neighbors' living room. What would you say?
   - You know someone (a friend; someone you don't like) has cheated on a test. What should you do?
   - You need to convince the school principal that Mondays should be school holidays. What would you say?
   - You find out a best friend is moving to another state right after you have had a big fight. How do you make up?
2. Write out core ideas on separate scraps of paper and have a person from each group select one.
3. Using the core idea as a springboard, have students in the group fill out the Class Play activity sheet during the prewriting phase of the activity. Students should choose at least three characters, name them, and write a two- to three-sentence description of background for them. They will also choose a setting where the action of the play will take place–a street, school, or park, for example, and a time frame for the drama–time of day, year, or a season, along with the period of time the play covers–a week, an afternoon, several days. Finally, students decide how the conflict is resolved or why it isn't and whether or not the tone of the play is happy (upbeat) or sad (tragic). Remind students that the decision about the play's tone will have an effect on the resolution, or outcome, of the play.

Class Play

Use this activity sheet to fill out the essential elements of your play: the characters' names and a brief description; what the plot of the play is; where the play takes place; when it takes place; what the resolution of the conflict between the characters will be; and whether or not you want the play to be funny, sad, tragic, or have another tone.

WHO _____

WHAT HAPPENS _____

WHERE _____

WHEN _____

RESOLUTION _____

TONE _____

4. With the play's details worked out, have students choose three or more people in the group to role play the situation. One or two students should take notes as the role play progresses, to make sure that good bits of dialog aren't forgotten. (If there are enough computers in the class, have students create a document and use it to take notes. These notes can be printed out and used as a guide during the writing phase of the activity.)
5. Students write the play at the computer, using both the activity sheet they filled out and the notes taken during the role play as maps. Make sure students design the script so that the dialog of each speaker is easy to identify; for example, by underlining the speaker's name followed by a colon and then the dialog. You may also want to suggest that they write the setting of the play in a font different from the dialog, and the words spoken by different people in different fonts. When they've entered the entire play, have them print out several copies. (Or they can print out one copy and make enough extra copies on a copy machine.)
7. Using copies of the script, students can perform the play for the rest of the class.

ADAPTING THE ACTIVITY

History Plays. Have students create plays that re-enact important historical events that they may be studying in social studies; for example, the first Thanksgiving, the signing of the Declaration of Independence, an event from Lewis and Clark's expedition, or the first landing on the moon.

EXTENDING THE ACTIVITY

Reviewing and Revising. After each group's play has been performed, the whole class can offer criticisms on it. See the *Writing in Review* activity in *Editing Everything* for more information about reviewing and revising work. After all the plays have been reviewed, groups can re-form, using class criticisms to rewrite.

PLAYING WITH PICTURES

This part of *Student Activities* focuses on using pictures to spark creativity and to illustrate stories. Here, basic word-processing skills involving graphics are developed.

The writing activities start at the paragraph level as students write descriptive paragraphs, using language appropriate to the task. The writing skills become more complex throughout the section, as students use language to write math word problems, ending with a story written collaboratively from randomly selected pictures.

Skills Matrix

	Who Am I? Part 1	Who Am I? Part 2	Math Stories	Tell Me a Story
Science		★		★
Social Studies		★		★
Math		★	★	
Literature		★	★	★
Program Objectives				
WORKING WITH PICTURES				
• select pictures	★	★	★	★
• insert pictures	★	★	★	★
• delete pictures	★	★		
• move pictures	★	★		
Writing Objectives				
BASICS				
Writing paragraphs				
• write main idea		★	★	
• use descriptive language		★	★	
PREWRITING				
• write rough draft				★
WRITING IN DIFFERENT FORMS				
Writing stories				
• use essential elements of a story				★
• narrate events				★
• write conclusion				★

On-Line Presentation

Who Am I? Part 1

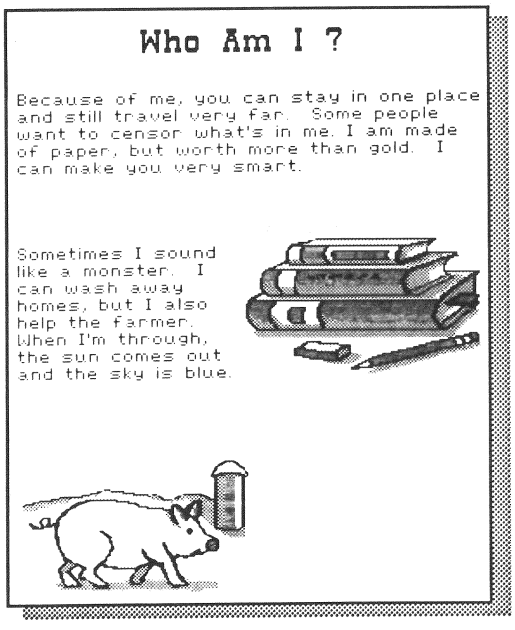
This on-line presentation introduces basic program skills connected to illustrating documents. Students learn how to move a picture already placed in a document, how to insert a picture into a document (by name or by number), and how to erase a picture.

After reading and understanding two short paragraphs, students use the Picture Reference to select the pictures that most appropriately illustrate the paragraphs.

Who Am I? template file (Who.Am.I.Tmpl on Template Disk)
Copies of Picture Reference, pages 135-140

Distribute copies of the Picture Reference to all the students, then start the program and load the Who Am I? template.

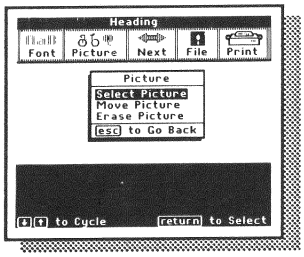
Have one student read the first paragraph aloud to the rest of the class. This paragraph describes an animal or a thing without actually stating who or what is being described. Ask students to guess the answer to the "riddle." Explain that they can find the "answer" in the Picture Reference by choosing the picture that best matches the description. Each picture in the Picture Reference has a name and number to identify it.


Who Am I ?
Because of me, you can stay in one place and still travel very far. Some people want to censor what's in me. I am made of paper, but worth more than gold. I can make you very smart.
Sometimes I sound like a monster. I can wash away homes, but I also help the farmer. When I'm through, the sun comes out and the sky is blue.

Once the class agrees on which picture best illustrates the first paragraph (the picture of the books is the most likely choice), point out that the books picture is already in the document. Have them move this picture up to the first paragraph as follows.

Have one student choose **Move Picture** from the Picture menu. The cursor will change to a nonblinking outlined square (blue on color monitors) that appears in the upper-left corner of the screen. Have a student move the special cursor until it is positioned on the picture of the books and press (return). A frame will appear around the picture showing how much room it takes up. Next use the arrow keys to move the picture up, down, or to either side of the screen. (Whenever you use the arrow keys, pressing (⌘) at the same time makes the cursor or picture move several lines at a time.) You will notice that the whole picture must be on the screen in order for it to be moved.

Before placing the picture next to the first paragraph, ask a student to press (F) to demonstrate that the picture can be flipped four different ways. When the picture is positioned the way it will go into the document, have one student use the arrow keys to move the picture around the screen. When the picture is positioned on the right or left side of the first paragraph, press (return) to place it. The text shifts automatically around the picture to make room for it.



Now have a student read the second paragraph aloud and ask the class to locate the correct picture in the Picture Reference. Once the class has agreed on a picture (the storm), have a student choose **Select Picture** from the Picture menu, then **Select By Name** from the Picture Selection menu. In this menu, pictures are arranged by category. (The categories are the same as the ones in the Picture Reference.) Ask the student to find the Things [N-Z] category, use the arrow keys to highlight the name of the category, and press (return) to select it.

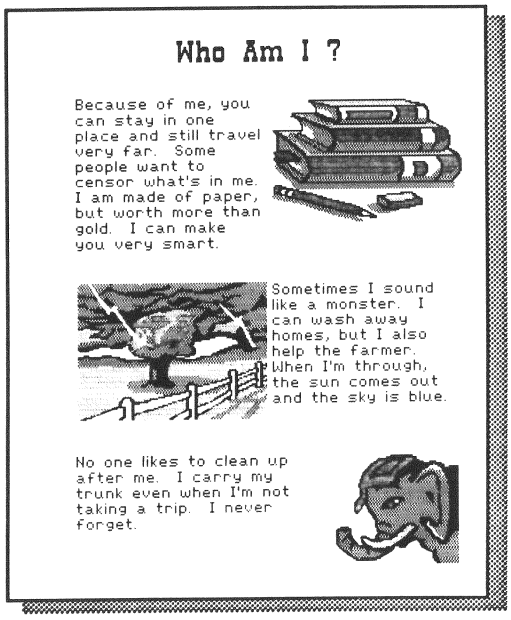
With the category displayed, ask another student to use the arrow keys to highlight and select **More** and then the name of the storm picture. Then press (return) to see the picture. (If asked to insert another disk, follow the prompts on the screen.) The picture will appear on the screen in the upper-left corner of the Workspace. Press (return) to select it, then use the arrow keys to position the picture on the right or left side of the second paragraph and press (return) to place it.

By now, your students will have noticed the picture of the pig near the bottom of the page. Have them erase this picture as follows.

Have a student select **Erase Picture** from the Picture menu. The special cursor appears in the upper-left corner of the screen. Have the student move the cursor until it is on the pig picture, then press (return). The pig disappears.

The on-line presentation can end here, or you can demonstrate how to select a picture by number and give students an opportunity to write a riddle as a class before they write their own riddles in the next activity.

To continue, first ask the class to choose any picture from the Picture Reference (except for a Predesigned Heading picture) that interests them. Then ask for ideas on writing a riddle for the picture. Have students suggest descriptions that focus on the picture's characteristics without actually naming the picture. Then help them compose a short paragraph.


Who Am I ?
Because of me, you can stay in one place and still travel very far. Some people want to censor what's in me. I am made of paper, but worth more than gold. I can make you very smart.
Sometimes I sound like a monster. I can wash away homes, but I also help the farmer. When I'm through, the sun comes out and the sky is blue.
No one likes to clean up after me. I carry my trunk even when I'm not taking a trip. I never forget.

Have one student enter the text at the bottom of the Who Am I? template. Have another student choose **Select By Number** from the Picture Selection menu. A prompt will appear, asking for the number of the picture to be inserted into the text. Have the student type the picture's number and then press (return) to see it. (If asked to insert another disk, follow the prompts on the screen.) The picture can then be moved as before and placed beside the new paragraph.

On-Line and Off-Line Activities

Who Am I? Part 2

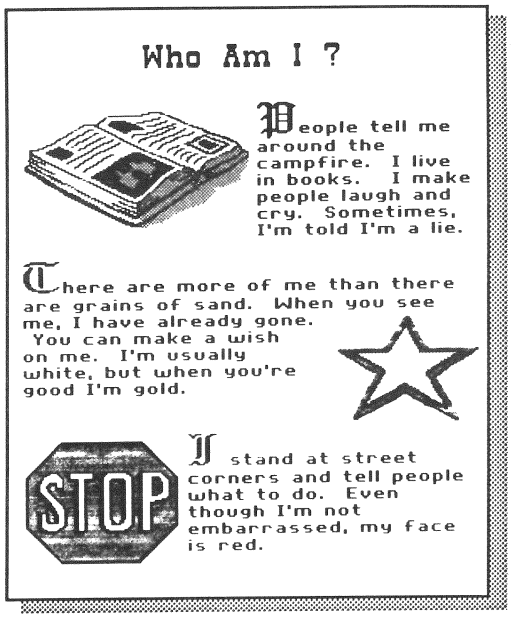
This activity encourages students to use descriptive language as they write. Because students have to give enough clues to readers so that they can "solve" the riddles they write, the use of concise language is also reinforced. The activity improves reading comprehension and the ability to form conclusions from written material.

Students write a paragraph describing a picture they have chosen, starting with a main idea and developing supporting details for their description. Students can also research their topic before writing, if they are writing on a specific science or social studies topic. When they are done writing, groups enter paragraphs into a document at the computer. The activity reinforces basic computer skills as students play with pictures–inserting, positioning, and possibly moving and erasing pictures.

Who Am I? activity sheet, page 116
Copies of Picture Reference, pages 135-140
Pencils

1. Distribute copies of the Who Am I? activity sheet and the Picture Reference to the class and have students choose a picture to write about. Tell them to write a paragraph describing the picture they have chosen without naming the picture.
2. When students have completed their activity sheets, assign them to work groups of four to six students. Each group takes turns at the computer entering their descriptive paragraphs. (Be sure that the students' paragraphs do not use up more than two pages of a Report type document or one column of a Newsletter type document. Keep the paragraphs short and concise. There must be enough room to add the pictures. Remember that as the students insert pictures, the text will flow around them and move down the page.)

3. When students are done creating their group document, have each group save their document under a group name, such as Who.Am.I.GrpA, Who.Am.I. GrpB, and so on. Then assign a pair of students to the task of printing out the documents for each work group.
4. When the printouts are completed, have each group exchange documents with another group–or the class can pass them around, round-robin style. Each group should have a document with a collection of descriptive paragraphs that they did not compose.
5. Have each group "solve" the paragraphs by finding correct pictures from the Picture Reference. Remind them to start at the top of the document when adding pictures so that the text remains beside the picture it describes. As each group solves the riddles, they take turns at the computer, inserting illustrations to create final, "solved" documents. These can be printed out and returned to the original group for verification.


Who Am I ?
People tell me around the campfire. I live in books. I make people laugh and cry. Sometimes, I'm told I'm a lie.
There are more of me than there are grains of sand. When you see me, I have already gone. You can make a wish on me. I'm usually white, but when you're good I'm gold.
STOP
I stand at street corners and tell people what to do. Even though I'm not embarrassed, my face is red.

ADAPTING THE ACTIVITY

Writing in Science. To tie this activity in with science curricula, ask students to write their Who Am I? paragraphs about animals, the weather, modes of transportation, or other topics they have studied in science class.

Writing in Math. This activity can be adapted to math curricula by having students write word problems such as the following: "If a girl has four hamburgers and trades three of them for two slices of pizza, how many hamburgers and slices of pizza will she have?" Students solving the problem could then illustrate it with pictures of the solution to the problem. The word problems can be gathered together in a binder and solved independently by the class. (See the *Math Stories* activity in this section for further development of this idea.)

Writing in Social Studies. Many of the program pictures lend themselves to writing Who Am I? paragraphs on such topics as careers, geographical places, holidays, and types of dwellings–topics which students may have studied in geography, history, or other social studies classes.

EXTENDING THE ACTIVITY

Reviewing and Revising. On completion of the activity, ask the whole class to comment on which descriptive paragraphs worked and which ones didn't. Students can offer examples of where information in a description was confusing, or vague, or just plain wrong. You can also ask students to rewrite their paragraphs taking the class discussion into account as they rewrite.

Beyond the Program Pictures. You can extend your student's choice of pictures by obtaining additional picture disks that are compatible with the program. For a partial listing of these disks, see page 141.

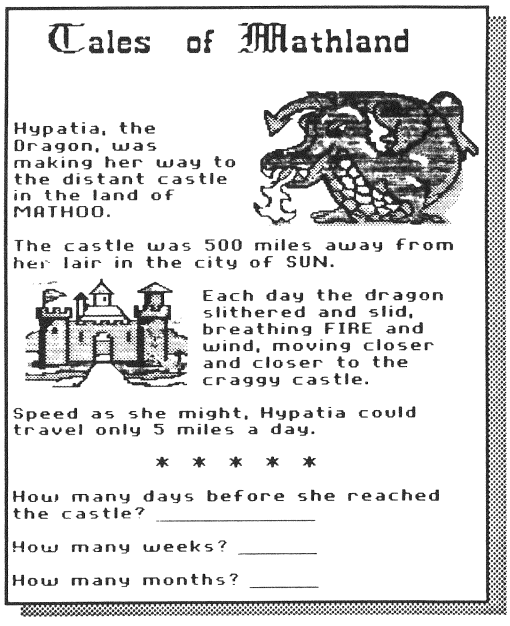
Math Stories

This activity is particularly useful in developing students' writing skills, since the word problems they are asked to write are impossible to solve unless they are clearly thought out and concisely stated. At the same time, students develop their ability to frame and solve mathematics word problems and have fun creating fictional stories.

In this activity, students solve a word problem and, after a class discussion of the important elements of a word problem, they write their own based on pictures they select from the Picture Reference.

Tales of Mathland activity sheet, page 117
Copies of Picture Reference, pages 135-140
Paper
Pencils

1. Distribute the Tales of Mathland activity sheet to the class and ask students to read and solve the word problem about Hypatia the dragon.
2. When the class has finished this exercise, go over the word problem with them to determine what information is the most important in solving the problem.
3. After the discussion, have students select at least two pictures from the Picture Reference to use in writing a word problem based on a creative story. Students should concentrate on writing the basic terms of the problem clearly so that other students can understand the problem and solve it.



Tales of Mathland

Hypatia, the Dragon, was making her way to the distant castle in the land of MATHOO.

The castle was 500 miles away from her lair in the city of SUN.

Each day the dragon slithered and slid, breathing FIRE and wind, moving closer and closer to the craggy castle.

Speed as she might, Hypatia could travel only 5 miles a day.

* * * * *

How many days before she reached the castle? _____

How many weeks? _____

How many months? _____

4. When students are finished with their word problem stories, they can take turns entering them in the computer and placing the pictures. The collected word problems can be used later in math class, as students solve the word problems written by their classmates.

EXTENDING THE ACTIVITY

Reviewing and Revising. This activity lends itself to review and revising, as the whole class comments on why some problems were impossible to solve. Students then rewrite word problems to take classroom feedback into account.

Tell Me a Story

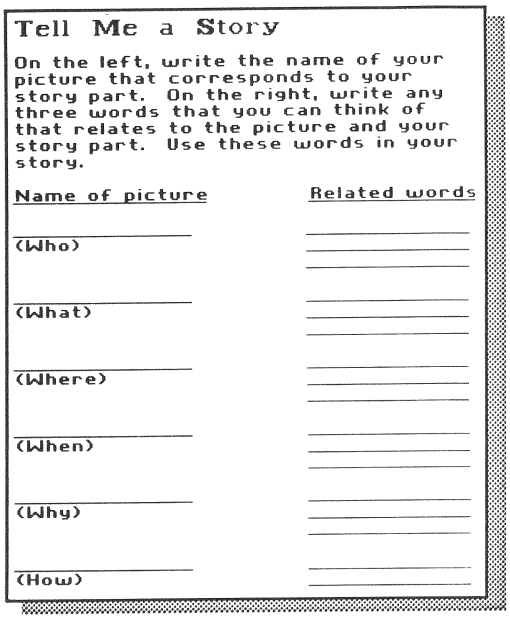
This activity stimulates student creativity by allowing random events to determine a story. In *Tell Me a Story,* students are not bound by real life convention. Nevertheless, the act of writing the story itself will develop students' awareness of the essential parts of writing a story, the WHO, WHAT, WHERE, WHY, WHEN, and HOW. Students follow the story from the prewriting phase, where they explore the story's possibilities, through to writing a rough draft, narrating the events of the story, and finally to the end as they draw the story to its conclusion.

In this activity, students form groups to write a collective story. During the prewriting phase of the activity, students use the activity sheet designed to elicit free-form associations with words and pictures. Using the activity sheet as a map to the story, students put the essentials of writing to work while still exercising their creativity.

Strips of paper numbered from 1 to 137
Copies of Picture Reference, pages 135-140
Tell Me a Story activity sheet, page 118
Pencils

1. Divide the class into work groups of four to six students. Instruct each person in the group to choose one of the essential elements of writing a story–WHO, WHAT, WHERE, WHEN, WHY, and HOW. Thus one student will be responsible for the WHO of the story, another for the WHAT, and so on. (If there are fewer than six in a group, several students can double up.)

2. Have each student draw a number from the strips of paper and match their number with the corresponding picture in the Picture Reference.
3. Distribute the Tell Me A Story activity sheet to each work group. Each student should fill in the blanks that correspond to his or her story part before passing the activity sheet around to the next student. In the left-hand column, students write the name of the picture whose number they received in the blank corresponding to their story part. In the right-hand column, they write the first three words that come to mind when they think about the picture.


Tell Me a Story

On the left, write the name of your picture that corresponds to your story part. On the right, write any three words that you can think of that relates to the picture and your story part. Use these words in your story.

Name of picture | Related words

(Who)

(What)

(Where)

(When)

(Why)

(How)

For example, the student to whom the story's WHO has been assigned might have received picture number 7, the knight, in the draw. That student writes the word *knight* in the left-hand blank for the story part WHO, and then fills in the blanks in the right-hand column with words he or she associates with the word *knight*–words like *castle, armor, horse, strong*, etc. (Sometimes a picture might seem inappropriate for a certain story part, such as the elephant picture for the story part WHERE. However, associations with the word *elephant* might include words like *jungle, circus, India, zoo,* and others–words that also suggest possibilities for the story's WHERE. If students are stuck for ideas, they may trade pictures with others in their group.)

When the first student has finished, the activity sheet is passed on to the other students in the group.

4. Using the completed activity sheet as a guide or map to the story, students write a rough draft of the story, bringing together the diverse and random details of the story into a cohesive whole. (In classrooms with more computers, the rough draft can be created on-line using the program. Word processors are ideal for this process, since students can jump around the screen as ideas develop.)
5. With the rough draft completed, students then collaborate on writing the story, narrating the events and bringing the story to a conclusion. Remind them that the purpose of the activity is to free up their creativity. Stories can evolve any way they want them to.
6. Each group goes to the computer and enters the completed story, illustrating it with the pictures that inspired the story.

ADAPTING THE ACTIVITY

Subject Area Stories. The program's picture categories can also be used to generate stories as well as factual reports in science or social studies curricula. Have each group of students choose a picture category, such as Animals, Going Places, or Holidays. Then have each student from the group pick a picture from that category and, as a group, decide on a topic that could be written to include all the pictures. For example, a group could write about the eating habits of animals, the speed or history of different modes of transportation, or how holidays are celebrated in different cultures. Have each student in the group write a paragraph on their picture that relates to the choosen topic, then enter the completed story or report at the computer.

EXTENDING THE ACTIVITY

Reviewing and Revising. On completion of the *Tell Me a Story* activity, students can review and revise the story. See the *Writing in Review* activity in *Editing Everything* for a follow-up exercise.

EDITING EVERYTHING

I know it's finished when I can no longer stand working on it.—Bernard Malamud

A piece of writing has to be reshaped and refined until it is the best it can be. This part of *Student Activities* concentrates on student review and revision of writing. In this section, students learn different ways to approach a piece of writing to maximize their skills in communicating ideas through words.

The activities here focus on reviewing and revising writing from different perspectives. Students look for errors in mechanics of writing: spelling, grammar, punctuation, and capitalization. They look for appropriate and effective word choice and correct syntax. And finally, they look at the overall effectiveness of a piece of writing: accuracy of facts, the presence of strong topic sentences introducing paragraphs, a sense of progression toward the most important ideas in logical sequence, a strong conclusion, and audience (or reader) response to the whole.

Skills Matrix

	Mixed-Up Story	Copy Editor	Dragon Story	Writing in Review
Science				★
Social Studies		★		★
Math				★
Literature				★
Program Objectives				
REVIEWING & REVISING				
• cut words	★	★		
• paste words	★	★		
Writing Objectives				
REVIEWING & REVISING				
Reviewing Writing				
• mechanics (spelling, grammar, punctuation, etc.)		★		★
• usage and syntax		★	★	★
• accurate information		★		★
• logical sequence of ideas	★	★		★
• strong conclusion				★
• audience response				★
Revising Writing				
• mechanics (spelling, grammar, punctuation, etc.)		★		★
• usage and syntax		★	★	★
• accurate information		★		★
• logical sequence of ideas	★	★		★
• strong conclusion				★
• audience response				★

On-Line Presentation

Mixed-Up Story

In this activity, students learn to change a story by reordering a sequence of scrambled events. In reorganizing a story so that it makes sense, students also learn about editing a document by cutting and pasting text, both in the real world and electronically.

After evaluating a story to discover what is wrong with it, students use scissors and glue to reorganize the story by cutting and pasting paragraphs. Then they learn to use a word processor to "cut" text from a document and "paste" it elsewhere in the document.

My Mixed-Up Day activity sheets, pages 119-120
Paper
Scissors
Glue
My Mixed-Up Day template file (Mix.Up.Tmpl on Template Disk)

Before you begin the on-line presentation, distribute copies of the My Mixed-Up Day activity sheets to students and have them read it. Then ask students to tell you what is wrong with the story. Encourage them to observe that the events in the story have been narrated out of sequence. Ask them what they would do to "fix" the story. When you are done with the discussion, have students use scissors to cut paragraphs from the activity sheets and glue them on a blank sheet of paper in the correct order. When they are done, the story should read in chronological order. Have a student read the reorganized story and ask the class if they agree with the order the story is now in.

My Mixed-Up Day
by Danielle Dearborn

Tonight I snuck a book into bed. I got to read almost half of it before Dad found out and made me shut my lights off.

After I got dressed, I had cereal, milk, and fruit for breakfast.

When Dad got me up this morning at 7:00, it was raining out.

I finished all my homework before 9:00 tonight. Dad said I'd better remember to bring it to school tomorrow!

When I got to school, I discovered I forgot my homework. So I called home. Dad said he'd bring it to school, but just this once! (That's what he said last week.)

I had to clean the garage this afternoon when I got home from school. It's really Jasper's turn to do it, but he helped me with my math homework last week.

When the class has finished with real-world cutting and pasting, move to the on-line presentation. Tell students they are going to "cut" and "paste" the paragraphs in the story, just the way they did with paper and glue. This time, however, they will cut and paste on the computer. (Since the story is written in chronological order from the start of a day to the end of it, editing it on the computer will be easiest if you cut paragraphs out of sequence at the beginning of the document and move them to the end. You can then sort out-of-order paragraphs in a smaller range, until the story has been reordered into the correct sequence.)

Note: The program's new user messages contain special prompts for cutting and pasting text which may be very helpful to beginners. See *System Setup* on page 42 to make sure these messages are turned on.

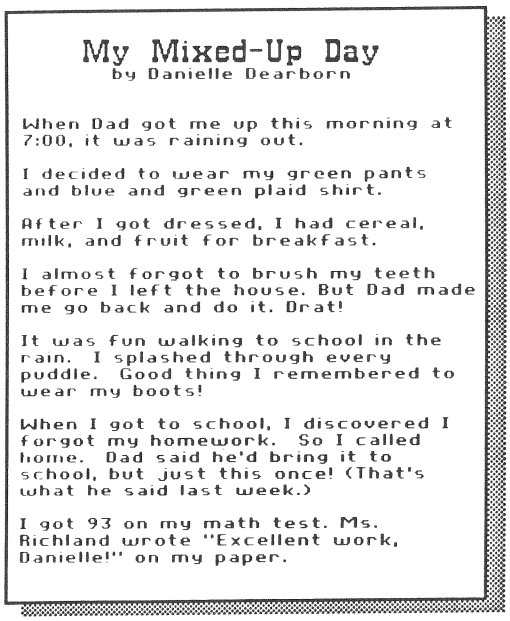
Once the template is loaded, ask students which paragraph they want to move first and where they want to move it. When the class has decided, have a student move the cursor to the beginning of the first line that's going to be cut. Press (Apple) (C) (for "cut") to highlight the first line of the paragraph. Use (↓) to highlight the rest of the paragraph.

Then press ⌘C again to cut the highlighted text. You will see the paragraph vanish from the screen. Explain to students that the paragraph has been "cut," but is not gone for good.

To "paste" the paragraph somewhere else, have another student move the cursor to the place where the paragraph goes. Then press ⌘P (for "paste"). The paragraph that vanished from the screen will reappear in this spot.

To demonstrate that text can be pasted over and over again, simply press ⌘P several times, causing the same paragraph to appear several times. Have a student erase these extra paragraphs.

Take turns with different students and continue cutting and pasting until the story is back in chronological order. That way, everyone gets a chance to experience electronic cutting and pasting.



My Mixed-Up Day
by Danielle Dearborn

When Dad got me up this morning at 7:00, it was raining out.

I decided to wear my green pants and blue and green plaid shirt.

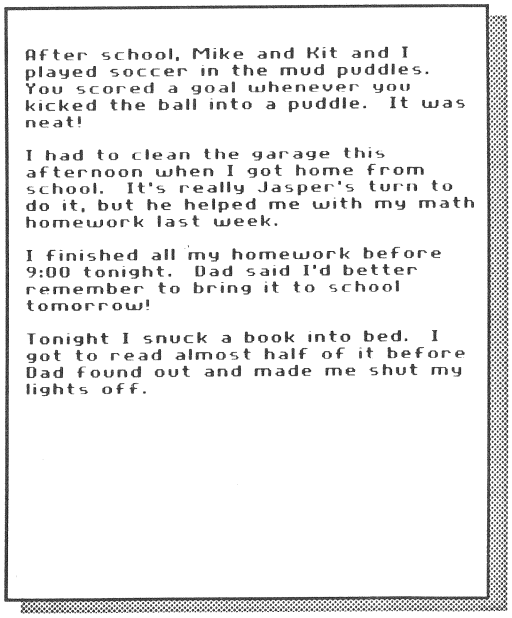
After I got dressed, I had cereal, milk, and fruit for breakfast.

I almost forgot to brush my teeth before I left the house. But Dad made me go back and do it. Drat!

It was fun walking to school in the rain. I splashed through every puddle. Good thing I remembered to wear my boots!

When I got to school, I discovered I forgot my homework. So I called home. Dad said he'd bring it to school, but just this once! (That's what he said last week.)

I got 93 on my math test. Ms. Richland wrote "Excellent work, Danielle!" on my paper.



After school, Mike and Kit and I played soccer in the mud puddles. You scored a goal whenever you kicked the ball into a puddle. It was neat!

I had to clean the garage this afternoon when I got home from school. It's really Jasper's turn to do it, but he helped me with my math homework last week.

I finished all my homework before 9:00 tonight. Dad said I'd better remember to bring it to school tomorrow!

Tonight I snuck a book into bed. I got to read almost half of it before Dad found out and made me shut my lights off.

ADAPTING THE ACTIVITY

This activity can be adapted for lower grade levels. One way to do this is to work with sentence parts rather than with whole paragraphs. Have the class edit sentence parts dramatically in an off-line activity before you begin the on-line presentation. First, write out different sentence parts on sheets of poster board. Each sign should hold a sentence fragment and the name of the sentence part: WHO or WHAT, DID WHAT, WHEN, WHERE, WHY, and HOW.

Sentences come alive as students stand in front of class wearing the signs around their necks. "Sentence editors" from the class give directions for moving the parts around so that the order of the parts makes better sense. After each move, have the sign-wearers recite their parts so the rest of the class can hear how the sentence has changed. Encourage students to discover that more than one arrangement of the sentence parts is possible for building grammatically correct sentences.

When the dramatic editing activity is finished, do the on-line presentation above, using a template you have created on your own that shows different sentence parts scrambled out of order. Be sure to enter each sentence part on a line of its own, since cutting and pasting text in the program works only on whole lines at a time. Follow the directions for moving text in the on-line presentation above to demonstrate editing on-screen, showing students how to "cut" one sentence part and "paste" it somewhere else. When they are finished sequencing the sentence parts, have one student delete the return key presses at the end of each line to "glue" the sentence together.

EXTENDING THE ACTIVITY

Have students keep journals of their own Mixed-Up Day stories. Later these journals can be compiled into the *Nifty Newsletters* activity described in *Dramatic Design*.

On-Line and Off-Line Activities

Copy Editor

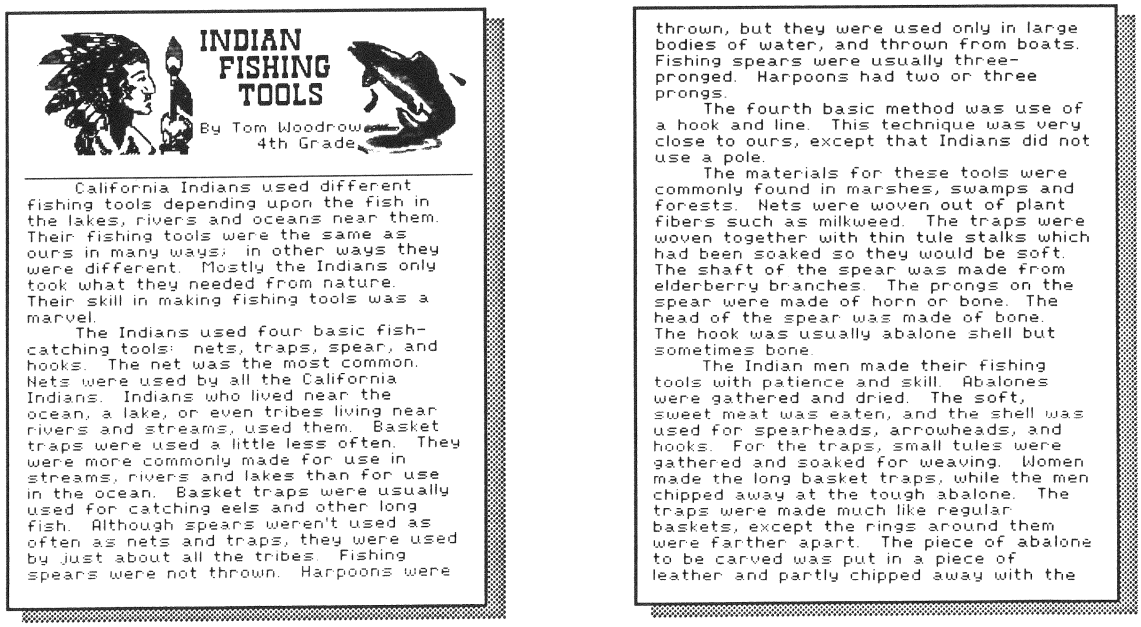
This activity teaches students to follow basic copy editing guidelines to clean up punctuation, spelling, capitalization, verb agreement, paragraph sequence, and grammatical errors in a piece of writing.

Students take an error-filled report and go through it correcting all the mistakes they can find. Finally, students correct an on-screen template and print a clean copy.

Indian Fishing Tools activity sheets, pages 121-123
Colored pencils
Indian Fishing Tools template file (Report.Tmpl on Template Disk)

Before beginning the activity, you may want to ask your class why it's so important to make sure that what they write be punctuated, spelled, and edited correctly. Students' responses can vary from having pride in what they write to instilling confidence in readers so they trust what they read. Point out to students that every book they read has been gone over by people called copy editors, whose job it is to ensure the accuracy of the printed word. In this activity, students will be copy editors to a report titled "Indian Fishing Tools."

1. Distribute the Indian Fishing Tools activity sheets to the class and have students read it over. Ask them what they see wrong with the text. Then have students point out one of each of the different types of errors they can find in the report so that the range of errors they are going to look for is clear. These include misspellings, punctuation and capitalization problems, wrong tenses, verb agreement problems, incomplete sentences, and out-of-sequence paragraphs.
2. After the class discussion, have students form small groups of about two to four students to go over the activity sheet, finding and correcting as many errors as they can. Have them use colored pencils to copy edit the report, so that their corrections stand out.



INDIAN FISHING TOOLS

By Tom Woodrow
4th Grade

California Indians used different fishing tools depending upon the fish in the lakes, rivers and oceans near them. Their fishing tools were the same as ours in many ways; in other ways they were different. Mostly the Indians only took what they needed from nature. Their skill in making fishing tools was a marvel.

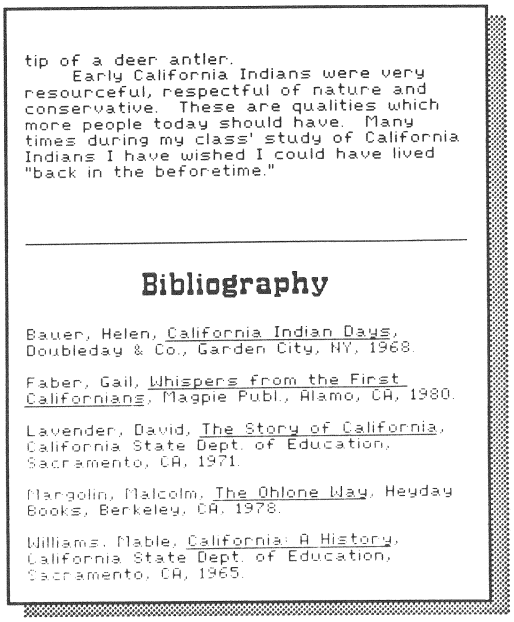
The Indians used four basic fish-catching tools: nets, traps, spear, and hooks. The net was the most common. Nets were used by all the California Indians. Indians who lived near the ocean, a lake, or even tribes living near rivers and streams, used them. Basket traps were used a little less often. They were more commonly made for use in streams, rivers and lakes than for use in the ocean. Basket traps were usually used for catching eels and other long fish. Although spears weren't used as often as nets and traps, they were used by just about all the tribes. Fishing spears were not thrown. Harpoons were thrown, but they were used only in large bodies of water, and thrown from boats. Fishing spears were usually three-pronged. Harpoons had two or three prongs.

The fourth basic method was use of a hook and line. This technique was very close to ours, except that Indians did not use a pole.

The materials for these tools were commonly found in marshes, swamps and forests. Nets were woven out of plant fibers such as milkweed. The traps were woven together with thin tule stalks which had been soaked so they would be soft. The shaft of the spear was made from elderberry branches. The prongs on the spear were made of horn or bone. The head of the spear was made of bone. The hook was usually abalone shell but sometimes bone.

The Indian men made their fishing tools with patience and skill. Abalones were gathered and dried. The soft, sweet meat was eaten, and the shell was used for spearheads, arrowheads, and hooks. For the traps, small tules were gathered and soaked for weaving. Women made the long basket traps, while the men chipped away at the tough abalone. The traps were made much like regular baskets, except the rings around them were farther apart. The piece of abalone to be carved was put in a piece of leather and partly chipped away with the

3. When students finish correcting the activity sheet, the group goes to the computer and modifies the Indian Fishing Tools template by correcting the errors they found. Have each group print a clean copy.



tip of a deer antler.
Early California Indians were very resourceful, respectful of nature and conservative. These are qualities which more people today should have. Many times during my class' study of California Indians I have wished I could have lived "back in the beforetime."

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ADAPTING THE ACTIVITY

This activity can be adapted for younger students very easily. Just find a template used in other student activities with text that's geared to a lower grade level. Modify the template yourself, incorporating simple errors. For lower grades, confine the range of errors you insert into the text to the basics: spelling mistakes, capitalization errors at the start of sentences, missing periods, and perhaps incomplete sentences. Then proceed with the activity described above.

EXTENDING THE ACTIVITY

You may want to introduce more advanced students to copy editing marks used by copy editors for marking up text. A list of proofreading marks can be found in standard style manuals like the *Chicago Manual of Style* or *Words Into Type,* as well as in some dictionaries under *proofread.* Have students mark up the activity sheet with the appropriate copy editing marks and then use the activity sheet as a guide to correct the on-screen template. Have them print out a clean copy of the report when they are done.

Dragon Story

This activity teaches students to recognize inappropriate word choices and emphasizes the importance of correct usage in communicating ideas.

Students read the Dragon Story, written with confusing language and syntax. When they are done, they substitute more appropriate word choices for the capitalized words and restore order to garbled sentences. When they are done revising the story, they continue writing on their own, using the story as a springboard. Students can also add illustrations to the story if they desire.

Dragon Story activity sheet, page 124
Pencils
Dragon Story template file (Dragon.Tmpl on Template Disk)

1. Distribute the Dragon Story activity sheet to the class and have students read it over. Ask them if they see anything wrong with the story. Elicit from the class explanations of what they see wrong with the story and how best to correct it.
2. After the class discussion, have students go over the activity sheet finding and correcting all the errors they can by substituting appropriate word choices and by unscrambling syntax.
3. When students finish correcting the activity sheet, have them complete the story, describing the adventures of Gracie the Dragon after she has left her lair. You may want to remind them to indent their paragraphs (using tab).
4. When they are done, students go to the computer and modify the Dragon Story template, entering in their changes in the original text as well as the new text they have written. Have students print a clean copy of the story.

Dragon Story

Long ago, in a distant BIRD, snowflakes fell in the HEAT OF SUMMER. They fell on BEDS, on SOCKS, on TABLETOPS. They BAKED through the air, swirling in thick curtains until hardly anyone could HEAR A WORD. One of those blinded by this HURRICANE was Gracie, a dragon who hated the SONG. Gracie hid out in her APPLE, just hoping the storm would SHOUT soon. But it STEAMED some more, until Gracie thought she might SWIM of hunger.

no way BEHIND it There was. Gracie would have to leave her FREE quiet APPLE and NAILS go in search of.

EXTENDING THE ACTIVITY

Reviewing and Revising. You can extend class skills in this area by having students look at the processes of review and revision globally, taking into account all the important areas in which it can be used. Choose one of the dragon stories written by your class and have the class as a whole go over it. Read the *Writing in Review* activity that follows this one for more information on global review and revision.

Dragon Story

Long ago, in a distant land, snowflakes fell in the dead of winter. They fell on houses, on trees, on rooftops. They blew through the air, swirling in thick curtains until hardly anyone could see a thing. One of those blinded by this snowstorm was Gracie, a dragon who hated the cold. Gracie hid out in her cave, just hoping the storm would end soon. But it stormed some more, until Gracie thought she might die of hunger.

There was no way around it. Gracie would have to leave her warm quiet home and go in search of food.

Writing in Review

In this activity, students are introduced to reviewing a piece of nonfiction writing by examining its overall effectiveness. Several criteria for this type of review are offered in a checklist students can use. *Writing in Review* also reinforces review skills learned in other activities as students examine nonfiction writing for errors in grammar, mechanics, and usage.

Students bring a report they have written for science, social studies, or math class and break up into groups. Each group goes over reports with each writer, offering advice as to how best to make changes in the writing. Students then take what they have learned from the group review and incorporate it into revising the report. Students can then create the final document at the computer.

Report written in other curriculum area
Writing in Review Checklist activity sheet, page 125

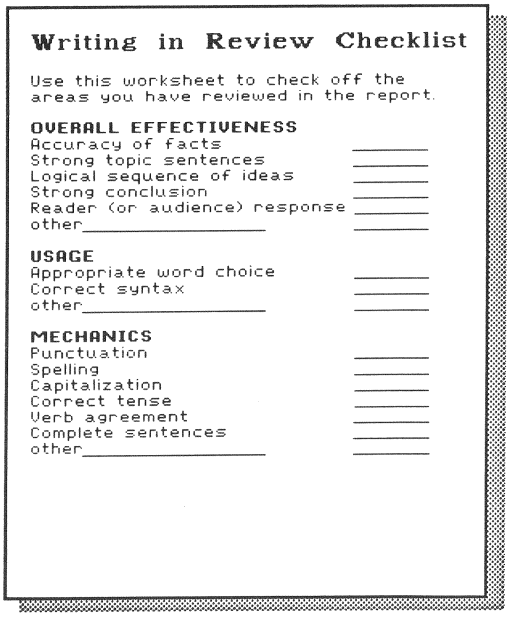
The *Writing in Review* activity is one that should be conducted over several class periods, as it may be possible to review only one or two reports in each session. The first class session might best be devoted to going over review guidelines, covering the areas in which students should concentrate their efforts. Briefly, these are reviewing for correct spelling, punctuation, grammar, accuracy, etc. (covered in the *Copy Editor* activity), reviewing for word choice and syntax (covered in the *Dragon Story* activity), and reviewing writing for overall effectiveness.

In this first class session, you might want to form work groups and have students submit reports they want reviewed. Tell students to plan on reading and thinking about the reports before the group meets for the first review period. This gives them an opportunity to mull over the writing submitted for review before making comments and will prevent most hasty and inappropriate criticisms. Finally, ask groups to schedule the group's time, deciding which reports they'll cover in each of several sessions and making a list. This way, the writers of the reports will know when their report is going to be discussed.

You might also want to use this classroom session to go over criticism guidelines (discussed briefly in the *Using the Program in the Classroom* section). You may have your own ideas about useful guidelines for criticism and want to put these to use. At any rate, it is important that personal comments, comments with disparaging intent, and other negative criticisms be discouraged. Remind students to focus on useful ideas that speak to the report's content and execution. This can't be overemphasized, as writing is an activity that should be encouraged by criticism, not stunted.

If you are working with older students, you may want to appoint two advocates for each group. These students can act as mediators for the discussion and as advocates for the writer whose work is being reviewed. The advocate's job would involve moderating heated exchanges, keeping the type and quality of criticism channeled to the task at hand, and, if needed, reassuring the writer whose work is being criticized.

1. Divide the class in groups and distribute reports to be reviewed and copies of the Writing in Review Checklist activity sheet. Have the group make a schedule of the reports to be reviewed in each review session. Appoint group advocates, if you decide to do so. Assign students the task of reading and going over group reports at home, to prepare for the class in which they are scheduled to be discussed.
2. Students go over reports. They can go through the report in several passes, pointing out errors in grammar, spelling, punctuation, and other mechanics of writing in the first pass and errors in usage and syntax in the second pass. The third time through, students can concentrate on accuracy of facts, a logical progression of ideas, the presence of strong topic sentences introducing paragraphs and a strong conclusion, and audience (or reader) response to the whole. Someone in the group can fill out the checklist for the student whose report is being criticized.
3. After each report is reviewed, have students rewrite the report and incorporate group criticisms into the revision. If their report was originally done on the computer, they can edit the existing text; otherwise, they can enter their final document at the computer.



Writing in Review Checklist

Use this worksheet to check off the areas you have reviewed in the report.

OVERALL EFFECTIVENESS

Accuracy of facts _____
Strong topic sentences _____
Logical sequence of ideas _____
Strong conclusion _____
Reader (or audience) response _____
other_____ _____

USAGE

Appropriate word choice _____
Correct syntax _____
other_____ _____

MECHANICS

Punctuation _____
Spelling _____
Capitalization _____
Correct tense _____
Verb agreement _____
Complete sentences _____
other_____ _____

ADAPTING THE ACTIVITY

At the lower grade levels, you may want to review and revise stories and poems written by students. One idea is to choose one of the dragon stories written by your class in the *Dragon Story* activity and have the class as a whole go over it, following the criteria set out above and using the Writing in Review Checklist. You may also want to limit writing reviews for lower grade levels to the mechanics and usage sections of the checklist.

EXTENDING THE ACTIVITY

Writing in Review can be applied to any of the stories, poems, newsletter items, or plays suggested in *Student Activities*. You can incorporate the review phase into many of the activities in the final section, *Dramatic Design*. For example, the *Nifty Newsletters* and *Poetry Anthologies* activities would all benefit from a review process.

DRAMATIC DESIGN

Finishing a piece of writing is just the beginning of the exciting publishing process. In this section, students learn about what comes after the writing has been polished. Here students put everything together, from design of individual pages to the publication of newsletters, anthologies, or anything else you and your class can think up. Many of the activities in this section are ongoing projects that you will want to initiate in one class period and then have students work on over an extended period of time.

This section starts with the basics of design. Students learn the importance of text and pictures in communications. Using different typographic elements, students create headings and flyers. Then they take a project–a newsletter or an anthology–from start to finish through all the phases of publication–writing, editing, designing and illustrating, printing, and finally binding and covering.

Skills Matrix

	Pictograph Headings Part 1	Pictograph Headings Part 2	Say It with Flyers	Nifty Newsletters	Poetry Anthologies
Science		★		★	
Social Studies		★		★	
Math					
Literature				★	★
Program Objectives					
DESIGNING DOCUMENTS					
• use different document layouts			★		
• design headings	★	★	★	★	
• move text between documents	★				★
• design whole documents			★	★	★
Writing Objectives					
BASICS					
Using Text and Pictures					
• identify important information		★	★	★	
• convince and persuade		★	★		
• create visual effect	★	★	★	★	★
PREWRITING					
Working with Ideas					
• identify how text and pictures are used to convey meaning	★	★	★	★	★
• understand design in communicating information	★	★	★	★	
WRITING IN DIFFERENT FORMS					
• write headlines and slogans	★	★	★	★	
• write news articles				★	
• publish a newsletter or anthology				★	★
REVIEWING & REVISING					
• mechanics (spelling, grammar, punctuation, etc.)				★	
• usage and syntax				★	
• accurate information				★	
• logical sequence of ideas				★	
• strong visual impact		★	★	★	
• audience response		★	★	★	

On-Line Presentation

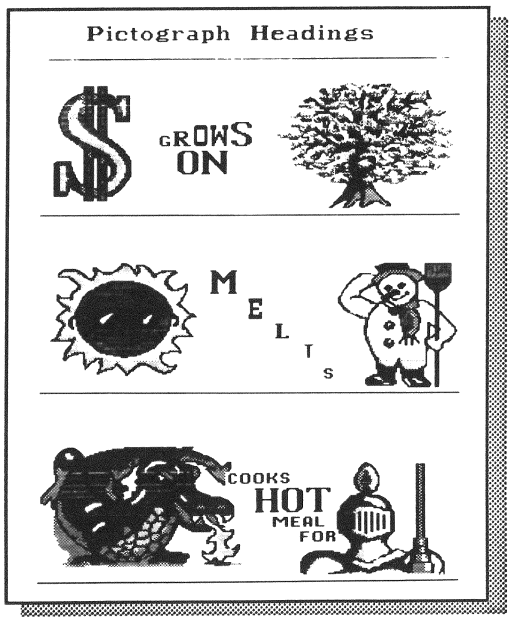
Pictograph Headings Part 1

In this activity, students learn to use the Heading Workspace and to move text from one document to another. As they create short messages in the Heading Workspace, students learn how to use different design elements, such as type styles and sizes, to increase the impact of the written word.

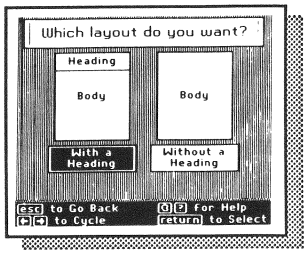
Pictograph Headings activity sheets,
pages 126-127
Previously written poems

Before you begin this activity, you may want to familiarize students with the role pictures have played in communication in ancient civilizations. For example, in prehistoric pictographs, a picture of a dog meant the word *dog*. Today, pictures are just as important in communicating ideas.

Distribute copies of the Pictograph Headings activity sheets to the class. This activity shows several examples of headings that use pictures and words to communicate an idea. The way text and pictures combine together adds impact to these short messages. Have students take turns decoding the messages while they read them aloud. Ask students to give you examples of how text is manipulated–made bigger or smaller–in some headings to strengthen the message.



After the class discussion, load the program. In the online presentation, you and your class will create your own pictograph heading–or you can recreate one of those on the activity sheet–and then move several poems students have written from another document. (If you like, have students decide which poems they want in the document before they create their headings.) You can select either document type–newsletter or report–for the new document. For the purpose of this presentation, it doesn't matter which.



Once you have selected a document type from the Main Menu, a screen will appear asking you to choose between two different layouts: with or without a heading. Have a student select the layout with a heading. (If you change your mind about the layout you want to use, select **Next** to return to the Main Menu and start over. Once you have added words or pictures to a document, however, you cannot change to another layout without starting all over again.)

When the student presses (return), you will be in the Heading Workspace, which appears at the top of the first page of a document. Remind students that the Heading Workspace is separate from the rest of the document. They do most of their writing in the Body Workspace. You can't see both the Heading and the Body workspaces at once when you are writing, although you can view the whole document by pressing (apple)(V) (for "View"). But both the Heading and the Body are printed on the same page when you print.

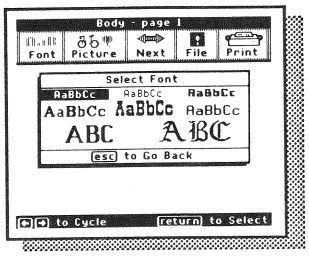
Ask your class to decide what heading to put in the workspace. If you already know which poems you are going to move into this document, you might want to encourage the class to suggest a pictograph that tells something about the new document, such as

CLASS A's ★ POETRY

Or you can simply recreate one of the headings already included in the activity sheet.

Because text can cover up pictures in the Heading Workspace, it is best to place pictures in the Heading Workspace first. Placing text on top of pictures allows you to create dramatic headings, but if you want to move words off of pictures, just use (spacebar) or (return). Have different students choose pictures from the Picture Reference and place them into the heading. Remember that you can select pictures both by name and by number. You can also use pictures from compatible picture disks. (If you need to review placing pictures, go over the on-line presentation in *Playing with Pictures*.)

Once the pictures have been placed in the Heading Workspace, it is time to add text. Discuss what kind of effect you want to create with fonts before you start typing. For example, you might want to create the illusion that the text is growing larger as in the "Money Grows on Trees" pictograph heading.



Once you have decided what effect you want, have a student move the cursor to the place you want to start typing, select the font from the Font menu, and type in the Heading Workspace. Have different students continue to choose other fonts. (If you need to review working with fonts, go over the on-line presentation in *Working with Words*.)

When the heading is done, you're ready to fill the Body Workspace with poems that students have written in the *Working with Words* activities. First save this document, name it PICTO.POEMS, and then go on to cut text from another document to paste in this one.

After saving, have a student go to the Main Menu and load one of the already saved documents created earlier in the *Picture Poems* or *Poetry Forms* activities. Have another student scroll through this document looking for the text you want to cut. Remember that you cannot cut more than about 13 lines of text at a time. Press ⌘C (for "Cut") and highlight all the lines you want to cut by using ↓ and ↑. Press ⌘C again to cut the text. Now return to the Main Menu. When you are asked to save the changed document, select **No**. (The original document will remain unchanged.) Now load the PICTO.POEMS document. To paste the text into this document, have a student position the cursor where the text should go and press ⌘P (for "Paste"). The text you cut from the other document now appears on the screen.

Have students repeat this procedure several times so that everyone gets a chance at experiencing it hands-on. If you run out of room in the document (remember, you have four pages in a Report type document and one two-column page in a Newsletter type document), simply create another document–and another pictograph heading if you desire–and continue moving poems from other documents into your new one.

On-Line and Off-Line Activities

Pictograph Headings Part 2

This activity explores the role text and pictures play in creating visual effects and communicating information. Students use fonts in different sizes and styles and with pictures to create their own headlines, slogans, and other messages. As they do so, they discover the role of design in the publishing process.

Students clip out a variety of headings in newspapers, magazines, and advertisements to discover the different ways that text and pictures can be combined to create visual impact. After they have made mock-ups of headings from clippings, they create their own pictograph headings on the computer.

Newspapers, magazines, advertisements
Copies of Picture Reference, pages 135-140
Copies of Font Reference, pages 142-143
Scissors
Glue
Paper
Pencils/crayons

1. Divide the class into work groups and distribute newspapers and magazines to each group. Have students clip out headlines and advertisements that grab their eye. Ask them to study their choices to determine what about the design grabs the eye. How do pictures in the advertisements contribute to or detract from the effect?
2. Have students create their own pictographs, clipping text and pictures from newspapers and magazines. They can create a headline for a news article or a story, bumperstickers, advertisements for a product or event, or even a T-shirt message. Emphasize that the final result should communicate either an idea or some kind of information.
3. When they are done, distribute copies of the Picture Reference and Font Reference to each group. Have students use the two guides to translate their message into the fonts and pictures available in the program. Some substitutions may be necessary–students can also choose the Anything "picture" (#98) and draw or glue in their own picture after printing. Remind them to keep in mind the importance of text and pictures in communication as they create their own message and design.
4. After students have planned out pictographs on paper first, concentrating on creating a good design, have them work in pairs at the computer, helping each other to enter and check their final document.
5. Each group displays their final products to the class, explaining why they chose the text and pictures they did, and what they discovered about visual communication in the process.

EXTENDING THE ACTIVITY

Have students write headlines introducing a science or social science report they are working on. Later, they can continue their document by moving to the Body Workspace to write their report.

Say It with Flyers

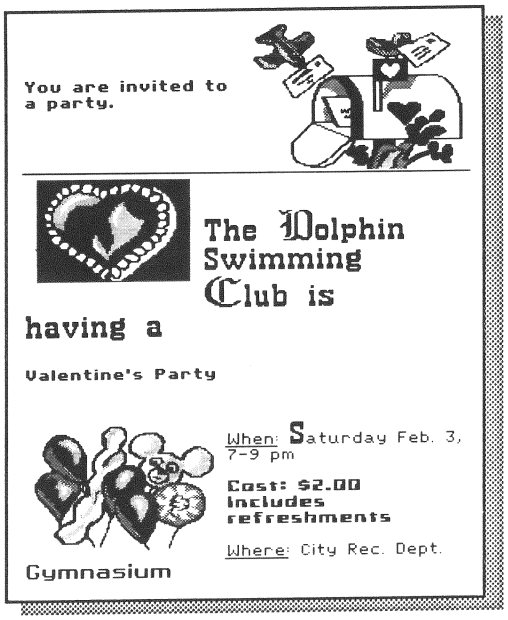
One of the unique features of a word-processing and page layout program such as this one is that it offers students the opportunity to explore layout and design options almost effortlessly. The page layout capabilities of the program are used in this activity to explore the total effect of design communication.

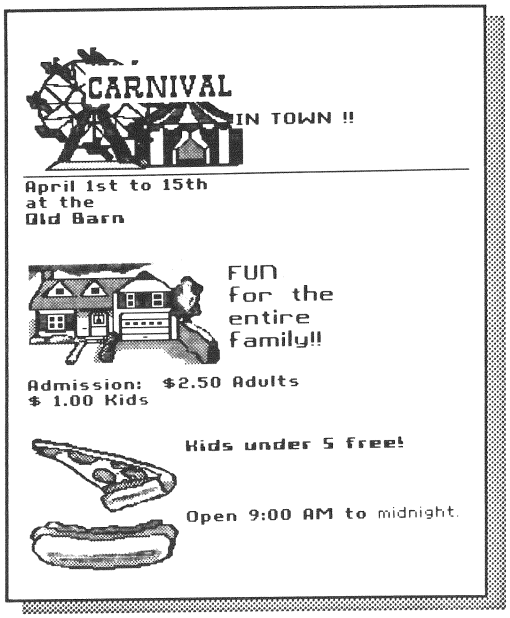
Students develop a one-page flyer in order to experiment with layout and design options. Using the same slogan, text, and graphic, they rearrange elements in different ways, varying fonts and type sizes. They then select examples of the most and least effective designs and present them to the class along with their reasoning.

Sample flyers
Valentines Party activity sheet, page 128
Carnival activity sheet, page 129
Valentine's Party template file (Party.Tmpl on Template Disk)
Carnival template file (Carnival.Tmpl on Template Disk)
Scissors
Paper
Glue

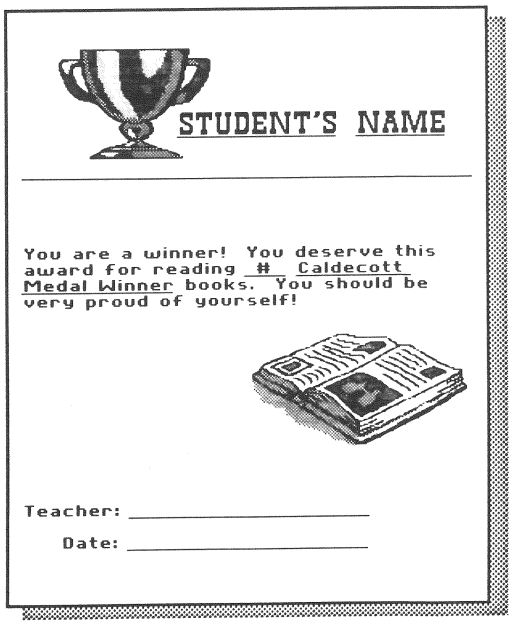
Before you begin this activity, go over sample flyers with the class. Ask them which elements of a design catch their eye immediately, and which don't work as well. Eye-catching bold fonts, thoughtful use of white space to draw the eye in, and use of pictures to reinforce the message are aspects of good design that you will want to encourage your class to observe. Ineffective flyers would include those that use too many different fonts and type sizes, too many pictures, and those that fill up white space with small print.

1. Divide the class into groups and distribute copies of the two flyer activity sheets, Valentine's Party and Carnival. Have each group work on one flyer at a time, cutting it up and rearranging the pieces for the best effect.


You are invited to a party.
The Dolphin Swimming Club is having a
Valentine's Party
When: Saturday Feb. 3, 7-9 pm
Cost: $2.00 Includes refreshments
Where: City Rec. Dept.
Gymnasium



2. When groups have created several final designs for each flyer, ask them to glue the various elements to the paper. Then have students select one example of the most effective design and one of the least effective design. They can choose both examples from the same flyer, or they can select one of each.
3. At the computer, have students create final documents using the templates. Encourage them to experiment with different fonts and type sizes, with moving the pictures around for maximum effect, even rewriting information to condense it or make it clearer. Have each group print out one each of their best and the worst designs.
4. Students present their flyers to the class, explaining why each one succeeds or fails as a piece of design.


STUDENT'S NAME
You are a winner! You deserve this award for reading # Caldecott Medal Winner books. You should be very proud of yourself!
Teacher: _____
Date: _____

EXTENDING THE ACTIVITY

Variations on a Theme. Students use the design capabilities of the program and its versatility with words and pictures to design their own promotional pieces: everything from flyers, invitations, awards, certificates, and advertisements. As with *Say It with Flyers,* students should concentrate on creating pleasing and effective designs that communicate a message.

Nifty Newsletters

In this activity, students bring together everything learned so far about word processing, page layout and design, and writing in one publication. The class creates its own newsletter, writing articles and features for it. Students also organize the production of the newsletter, planning its design and layout, printing, copying, and distribution of it to family, friends, and schoolmates. Once the first issue has been published, you have a template that can be used for later issues. Simply have students replace old articles and features with updated ones. In this way, the class newsletter becomes a regular class publication.

Samples of local newspapers and newsletters
The J.B. Times activity sheets, pages 130-131

Before beginning the activity, have students bring in sample newspapers and newsletters and distribute them and The J.B. Times activity sheets to the class. Go over these with your students and determine which features you like the best. Then select the ones the class wants to include in a newsletter of their own.

THE J.B. TIMES

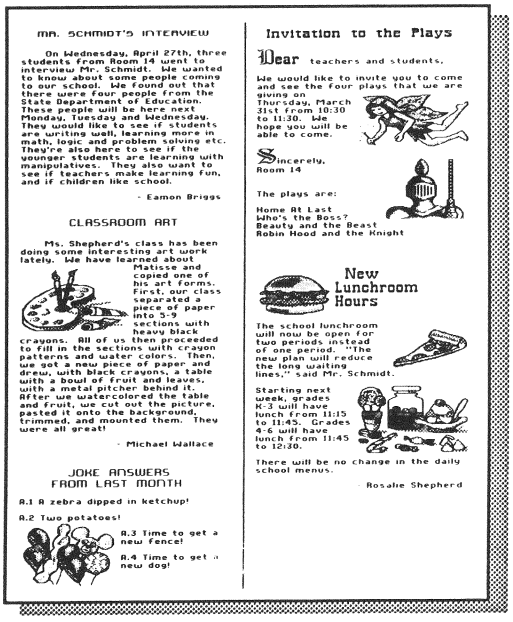
The Observers

Monterey Bay Aquarium

HAVE A QUESTION?
(Personal, Scientific, or other)

Ask Dr. Cool!!!!

Poetry Books


MR. SCHMIDT'S INTERVIEW

CLASSROOM ART

JOKE ANSWERS FROM LAST MONTH

Invitation to the Plays

New Lunchroom Hours

When the class has agreed on what they want to appear in their newsletter, divide students into work groups and assign a different task to each. One group might be responsible for a news article on a subject of interest to the class, the school, or the community. This article should follow the journalistic conventions by answering the essential questions of who, what, why, where, and when. Another group might agree to write an original essay or editorial on a controversial subject. Still another group can write a human interest story or a gossip column with items of personal interest, while another interviews a teacher, school principal, or famous person in the community. Other ideas could include asking one group to prepare and conduct a survey on a topic of interest, or having another group write an article about a class field trip. One group could plan and execute an amusements page, with poems, letters to the editor, jokes, and book and movie reviews. Sample templates, such as the school events list, have been included in the *Appendix* for students to use in the prewriting and writing phases of the newsletter.

After the articles have been written, reviewed, and revised, bring the class together for one planning session. During this time, students write headlines, decide which pictures to use and where they should go, write captions for them, and plan where each article will go on the page. Use The J.B. Times activity sheets as a model.

Remind students to use everything they've learned about the visual impact of text and pictures. Bold, forceful headlines and well-placed pictures will make the newsletter visually appealing and easy to read. (Use the Anything "picture" (#98) to create a blank space in the text where original art and photos can be pasted later.) This is also a good time to doublecheck for errors in the mechanics of writing–and to remind students that everything that gets published has been checked several times over.

As students design their newsletters, they will no doubt make numerous changes as the document takes shape. You might want to remind them that an easy way to erase text is to cut the text without pasting it, or to select **Erase Entire Body** or **Erase Entire Heading** from the **Next** menu to erase a whole part of the document at once. You should also remind them to use ⌘V often so they can see how their entire document looks.

It is probably best to target a publication date at least a month away and devote one or two class periods a week to work on the project. Remember that once you have a template, the newsletter is easily updated on a periodic basis, simply by typing in new text for each feature. For subsequent editions of the class newsletter, rotate the tasks performed by each group, so that everyone gets a chance to do every task.

EXTENDING THE ACTIVITY

History Project. Have students write a newsletter as a class history project. For this activity, the class chooses a period they are studying, and groups are assigned different parts of the newsletter. One group might concentrate on writing news articles about events that occurred during that period ("Tea Party Held in Boston Harbor: British Dismayed to See Tea Go Overboard"). Another group might be responsible for researching daily life and writing a gossip column that tells about the different things minor figures of the period might have done. Still another group could research the literature of the period and write a story similar to something that would have been written at the time.

Auto-Bio News. Have each student create an autobiographical newsletter. Using the newsletter format, sections could include: Wonderful Me!, Family Ties, Forever Friends, Feelings, Spare Time, and Fortune Tellers. Students could use these sections of the newsletter to describe relationships with family and friends, favorite subjects, hobbies, and predictions for the future, as well as an interview with a teacher, a friend, or a relative for that "objective" view of the subject of the newsletter– themselves. Have students illustrate the newsletter with pictures from the program, with hand-drawn illustrations, and with photocopies of family snapshots. Students can share their autobiographies with the class, or spend a class period trading them and reading quietly.

ALL ABOUT KATHY

A TRUE CHAMPION!

This summer, Kathy was honored for rescuing a neighbor's tarantula out of the dryer. The pet, a six year-old furry spider, had climbed into the clothes dryer after disappearing from an unopened jar. Kathy is modest about the rescue. "I was just around at the time. Anyone would have done the same."

This is just one of the characteristics of Kathy I have come to know in the past. It seems she has a true champion streak in her. Only last month she won the "Worst Cook of Los Banos Award" when she dished up some of her coffee flavored spaghetti sauce for friends.

All in all, Kathy, when I interviewed her, seemed to show a calm outlook towards the world. "When a situation presents itself to me, I just take advantage!" she asserts.

MY LIFE

I used to be afraid of worms
Now I eat them fried
I used to hate taking naps
Now I sleep all day
I used to play with Barbies
Now I play with my children

What Kathy Looks Like

Kathy has scraggly hair because she has just returned from yard duty on the windiest day of the year. She talks with her hands, shining fingers waving in the air as she pants directions for the next activity to the class. She dances from one desk group to the next, her black shirt brushing against chairs as she moves. Her eyes are bright and clear as she laughs to the students about the activity. In a moment, they'll be noisily engaged and she'll have a minute to sip her ever-present cup of cold coffee and join them.

MY FAVORITES

mint chip ice cream
swimming and sunning
Friday nights
kids and computers
spending time with my family

PREDICTIONS

I predict that in the year 2001, there will be some other way to travel besides on freeways.

About half the people in the U.S. will stay at home to do their work.

There will be computerized homes.

This same format can also be used to write a biography of someone important to the student–a friend, a relative, a teacher, for example, or of a historical figure whose life and ideas they have admired.

Science Times. Have students produce a newsletter about some topic they are studying in science class. They can write about weather, chemistry, physics, publish an ecology newsletter that describes the ecosystem they live in, or anything else you can think up. Students can use the lab sheet included in the *Appendix* to write up experiments for the newsletter.

Roots. Have students produce a newsletter that explores the pasts of all the students in the class. Students can write letters to ancestors, grandparents and other relatives (living and dead); interview relatives about things they remember from their childhood; and conduct a survey of relatives about where, and when they were born, number of children in the family, and so on, and summarize what they've learned. Students can also write stories of their own about what they have learned about their roots.

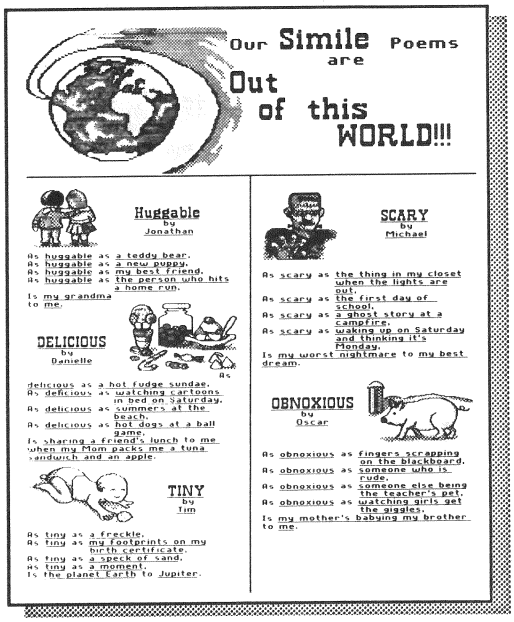
Poetry Anthologies

The *Poetry Anthologies* activity is another ongoing project for your class to work on. Like *Nifty Newsletters,* this activity ties together the whole publishing process as students compile poems they've already written into a finished anthology, covered, bound and distributed by the students themselves.

Sample anthology of poems and stories
Poems written by class
Material for book covers (cardboard, paper, fabric, glue)
Material for binding books (rings, yarn, hole punch)

Before beginning the activity, bring an anthology of poems to class and go over it. Explore the various parts of the book: the title page and table of contents in the front of the book; the main part of the book, with words and pictures; and the cover of the book, with title and illustrations. Have the class decide how they want their own poetry anthology to look: how long it should be, what kind of cover they want, and whether to use the newsletter (two-column) or report (whole page) format. Remember that in a Newsletter type document, the fonts print about one-fourth the size of fonts in a Report type document. Design decisions, like fonts and type sizes, where to put illustrations, and so on, can also be made at this time.

In another class period, divide the class into groups and have each group go over poems written by those in the group. You might want to assign a theme to each group, so that each section of the book has its own theme, and ask students to select poems that fit in with the theme. After groups choose the allotted number of poems, have them use the computer to create their pages. To do this they will have to move poems from original documents where they were written to the new document. Remember that only about 13 lines of text can be moved at one time, so students will have to make several "trips" from the original document to the anthology page to copy longer poems. (Review the on-line presentation in this section if you need to refresh your memory on how to copy text from another document.) Several poems will probably fit on one single page in the anthology. Once poems have been moved to the anthology document, students can illustrate them either with pictures from the program or by hand, if this is what individual students prefer. Then ask each group to print out their final pages. (If students have created more than one document for their anthology, see *Printout Options* on page 41 for printing each document with the correct starting page number.)


Our Simile Poems are Out of this WORLD!!!
Huggable
by Jonathan
As huggable as a teddy bear.
As huggable as a new puppy.
As huggable as my best friend.
As huggable as the person who hits a home run.
Is my grandma to me.
DELICIOUS
by Danielle
As delicious as a hot fudge sundae.
As delicious as watching cartoons in bed on Saturday.
As delicious as summers at the beach.
As delicious as hot dogs at a ball game.
Is sharing a friend's lunch to me when my Mom packs me a tuna sandwich and an apple.
TINY
by Tim
As tiny as a freckle.
As tiny as my footprints on my birth certificate.
As tiny as a speck of sand.
As tiny as a moment.
Is the planet Earth to Jupiter.
SCARY
by Michael
As scary as the thing in my closet when the lights are out.
As scary as the first day of school.
As scary as a ghost story at a campfire.
As scary as waking up on Saturday and thinking it's Monday.
Is my worst nightmare to my best dream.
OBNOXIOUS
by Oscar
As obnoxious as fingers scrapping on the blackboard.
As obnoxious as someone who is rude.
As obnoxious as someone else being the teacher's pet.
As obnoxious as watching girls get the giggles.
Is my mother's babying my brother to me.

When each group has completed their section of the anthology, bring the class together again. At this time, the class can compile a table of contents and design a title page. Ask one or two students to execute and print these final documents on the computer. When you have a master copy of the book, you will need to get it photocopied, since printing many copies of all the pages in the book will be time-consuming and expensive. (Printing and photocopying in color will probably be prohibitively expensive.)

Once you have all the copies ready, it's time to bind and cover the books. You can have the whole class cover each book the same way, or students can create their own personal designs. Cardboard bookcovers with fabric, wrapping paper, or contact paper are simple to execute. Punch holes in the pages (reinforce with gummed holes to prevent tearing) and bind with rings. Another option is to punch holes in pages (reinforcing again) and then string yarn through the holes before tying. Then have students decorate the covers with pictures and the book title.

ACTIVITY SHEETS

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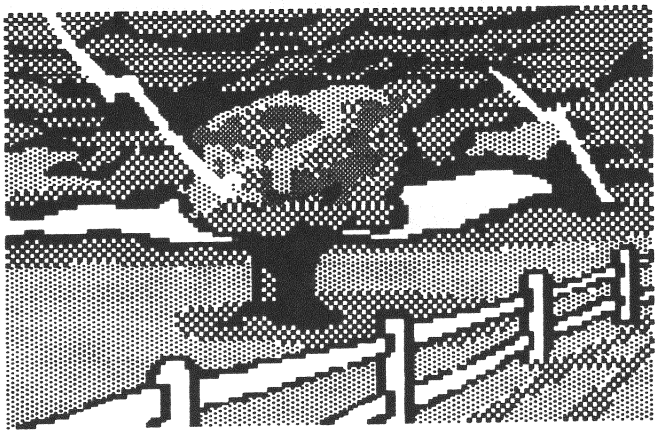
*Included on Template Disk (side 1 of a 5 1/4" disk)

Make-a-Story



Finish this story by filling in the words with the missing sentence parts.

One dark and rainy night, I walked (WHERE) _____.
Suddenly (WHAT) _____
jumped out at me. I started to run (HOW) _____. Then
before my eyes, (WHO) _____
appeared. He said, "You must leave (WHEN) _____!" I was afraid (WHY) _____. Then, for no
reason at all, he (DID WHAT) _____
_____.
The next thing I knew, I (DID WHAT) _____
_____
_____
_____.

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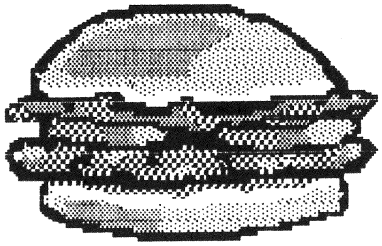
BORING BOB'S BURGER BAR



Lunch Menu

Daily Specials

Describe each menu item and include a price.

Dry Toast Our own month-old bread toasted to a crispy black, $1.75

Soggy Salad _____

Boring Burger _____

Stale Sandwich _____

Drinks

Water _____

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Picture Poems

Finish these poems by filling in the blanks with your own word pictures.

TINY

As tiny as _____ ,

As tiny as _____ ,

As tiny as _____ ,

As tiny as _____ ,

Is _____ to _____ .

HAPPY

Happy is _____ .

The sound of happy is _____ .

Happy is _____ .

The taste of happy is _____ .

Happy is _____ .

The feel of happy is _____ .

Happy is _____ ,

when _____ .

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Adjective List

Fill in the blanks with an adjective that begins with each letter of the alphabet.

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

I _____

J _____

K _____

L _____

M _____

N _____

O _____

P _____

Q _____

R _____

S _____

T _____

U _____

V _____

W _____

X _____

Y _____

Z _____

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Simile Poem

Choose several adjectives from your list and write your own simile poem. Write an adjective in the first blank in the first four lines. Then describe the adjective in the second blank in the first four lines. In the last two blanks, write two more comparisons.

As _____ as _____ .

As _____ as _____ .

As _____ as _____ .

As _____ as _____ .

is _____

to _____ .

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Metaphor Poem

Choose one adjective from your list as a subject for your poem. Write the adjective in the first blank of the first seven lines. Then describe the adjective in the second blank of the first seven lines. In the last blank, write one more comparison.

_____ is _____ .

The sound of _____ is _____ .

_____ is _____ .

The taste of _____ is _____ .

_____ is _____ .

The feel of _____ is _____ .

_____ is _____ ,

when _____ .

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Poem Examples

Initial Poem

P Playful Pat
C Coasting carelessly
N Needed new knickers.

Acrostic Poem

She hops on one foot, then the other,
Kicking up dirt as she goes.
Into the front yard, then the back,
Putting scuff marks on shoe toes.

Haiku

IN THE DARK FOREST
I feel very small indeed
With very weak knees

Cinquain

JULY
Month of freedom
Time of celebration
Happy, glorious, joyful, great
FIREWORKS!

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Poetry Forms

Initial Poem

Write your initials in a column at the left of each line. Then write a poem using words that start with the same letters as your initials. Try to make every word in the line start with the same letter.

Acrostic Poem

Write a four-letter word in a column, one letter per line. Then write a line of poetry for each of the four letters in the word. The first word in each line should begin with the letter you have written. The poem should be about a topic suggested by the word you have chosen. Try to rhyme the second and last lines.

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Haiku

A haiku is a poem with only three lines. The words on the first line should add up to 5 syllables, the second line to 7, and the third line to 5.

Cinquain

The first line of a cinquain poem should have 2 syllables, the second line 4, the third line 6, the fourth line 8, and the fifth line 2 again. The shape of this poem is important.

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Class Play

Use this activity sheet to fill out the essential elements of your play: the characters' names and a brief description; what the plot of the play is; where the play takes place; when it takes place; what the resolution of the conflict between the characters will be; and whether or not you want the play to be funny, sad, tragic, or have another tone.

WHO _____

WHAT HAPPENS _____

WHERE _____

WHEN _____

RESOLUTION _____

TONE _____

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Who Am I?

Pick a picture to write about. Pretend you are that picture. Write a four-sentence paragraph describing yourself without telling who you are.

Who Am I?

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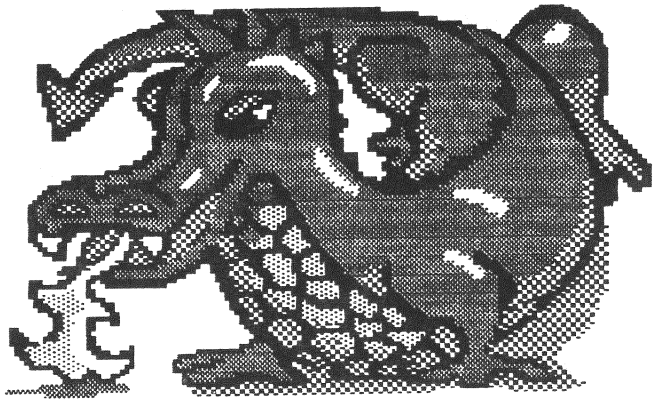
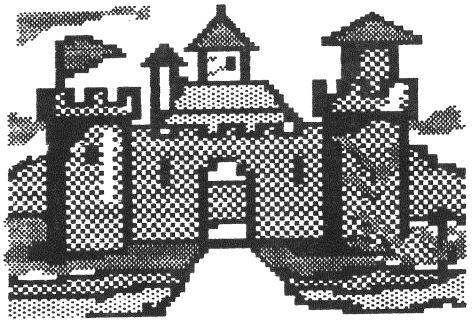
Tales of Mathland



Hypatia, the Dragon, was making her way to the distant castle in the land of MATHOO.

The castle was 500 miles away from her lair in the city of SUN.



Each day the dragon slithered and slid, breathing FIRE and wind, moving closer and closer to the craggy castle.

Speed as she might, Hypatia could travel only 5 miles a day.

* * * * *

How many days before she reached the castle? _____

How many weeks? _____

How many months? _____

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Tell Me a Story

On the left, write the name of your picture that corresponds to your story part. On the right, write any three words that you can think of that relates to the picture and your story part. Use these words in your story.

Name of picture	Related words
_____ (Who)	_____ _____ _____
_____ (What)	_____ _____ _____
_____ (Where)	_____ _____ _____
_____ (When)	_____ _____ _____
_____ (Why)	_____ _____ _____
_____ (How)	_____ _____ _____

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My Mixed-Up Day

by Danielle Dearborn

Tonight I snuck a book into bed. I got to read almost half of it before Dad found out and made me shut my lights off.

After I got dressed, I had cereal, milk, and fruit for breakfast.

When Dad got me up this morning at 7:00, it was raining out.

I finished all my homework before 9:00 tonight. Dad said I better remember to bring it to school tomorrow!

When I got to school, I discovered I forgot my homework. So I called home. Dad said he'd bring it to school, but just this once! (That's what he said last week.)

I had to clean the garage this afternoon when I got home from school. It's really Jasper's turn to do it, but he helped me with my math homework last week.

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It was fun walking to school in the rain. I splashed through every puddle. Good thing I remembered to wear my boots!

I got 93 on my math test. Ms. Richland wrote "Excellent work, Danielle!" on my paper.

I decided to wear my green pants and blue and green plaid shirt.

After school, Mike and Kit and I played soccer in the mud puddles. You scored a goal whenever you kicked the ball into a puddle. It was neat!

I almost forgot to brush my teeth before I left the house. But Dad made me go back and do it. Drat!

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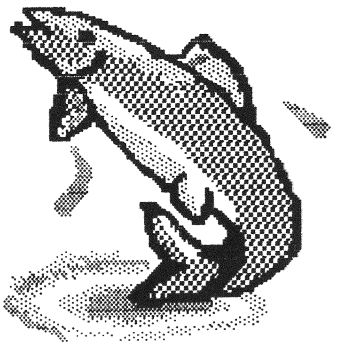
INDIAN FISHING TOOLS



The fourth basic method was use of a hook and line. This technique was very close to ours, except that Indians did not use a pole.

California Indians used different fishing tools depending upon the fish in the lakes, riveres and oceans near them. Their fishing tools were the same as ours in many ways in other ways they were different. Mostly the Indians only take what they needed from nature. Their skill in making fishing tools were a marvel.

The indians used three basic fish-catching tools: nets, traps spear, and hooks. The net was the most commmon. Nets were used by all the California Indians. Indians who lived near the theocean, a lake, oreven tribes living near rivers and streams, used them. Basket traps a little less often. They were more commonly made for use in streams, rivers and lakes than for use in the ocean. Basket traps were usually used for catching eels and other long fish.

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Although spears weren't used as often as, nets and traps, they were used by just about all the tribes. fishing spears were not thrown. Harpon were thrown, but they were used only in large bodies of water, and thrown from boats. Fishing spears were usually three- pronged. Harpoons had two or three prongs

The materials for these tools were commonly found in marshs, swamps and forests. Nets were weaven out of plant fibers such as milkweed. The traps were woven together with thin tule stalks which had been soaked so they would be soft. The shaft of the spear was made from elderberry branches. The prongs on the spear were made of horn of bone. The head of the spear was made of bone. The hook was usually abalone shell but sometimes bone.

the Indian men make their fishing tools with patience and skill. Abalones are gathered and dried. The soft, sweet meat was eaten, and the shell was used for spearheads, arrowhead, and hooks, For the traps, small tules were gathered and soaked for weaving. Women made the long basket traps, while the men chipped away at the tough abalone. The traps much like regular baskets, except the rings around them were farther apart. The piece of abalone to be carved was put in a Piece of leather and partly chipped away with the tip of a deer antler.

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Early California Indians were very resourceful, respectful of nature and conservative. These are qualities which more people today should have. Many times during my class' study of California Indians I have wished I could have lived "back in the beforetime.

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Dragon Story

Long ago, in a distant BIRD, snowflakes fell in the HEAT OF SUMMER. They fell on BEDS, on SOCKS, on TABLETOPS. They BAKED through the air, swirling in thick curtains until hardly anyone could HEAR A WORD. One of those blinded by this HURRICANE was Gracie, a dragon who hated the SONG. Gracie hid out in her APPLE, just hoping the storm would SHOUT soon. But it STEAMED some more, until Gracie thought she might SWIM of hunger.

no way BEHIND it There was. Gracie would have to leave her FREE quiet APPLE and NAILS go in search of.

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Writing in Review Checklist

Use this worksheet to check off the areas you have reviewed in the report.

OVERALL EFFECTIVENESS

Accuracy of facts _____
Strong topic sentences _____
Logical sequence of ideas _____
Strong conclusion _____
Reader (or audience) response _____
other_____ _____

USAGE

Appropriate word choice _____
Correct syntax _____
other_____ _____

MECHANICS

Punctuation _____
Spelling _____
Capitalization _____
Correct tense _____
Verb agreement _____
Complete sentences _____
other_____ _____

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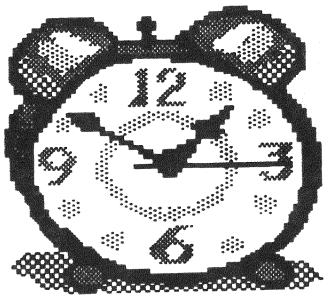
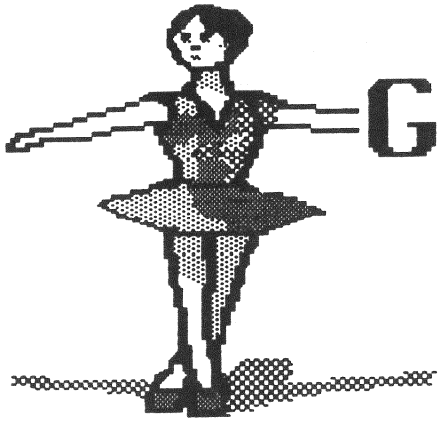
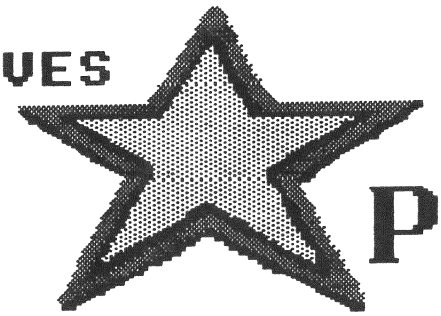
Pictograph Headings

CAUGHT IN THE NICK OF

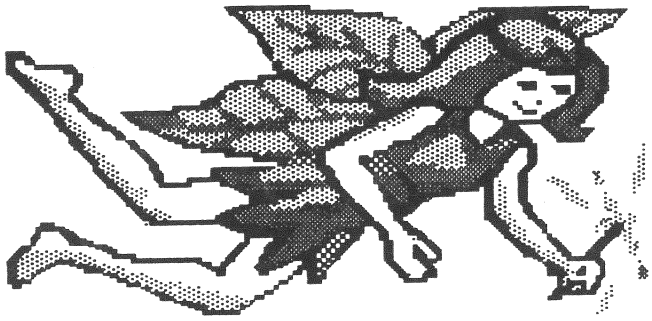




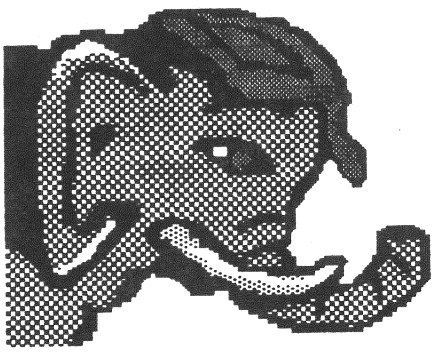
GIVES



PERFORMANCE



MAKES



FLY

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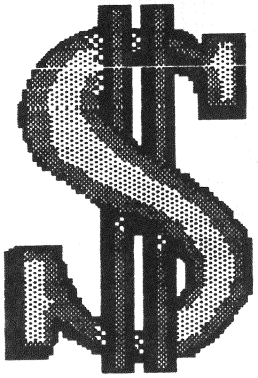
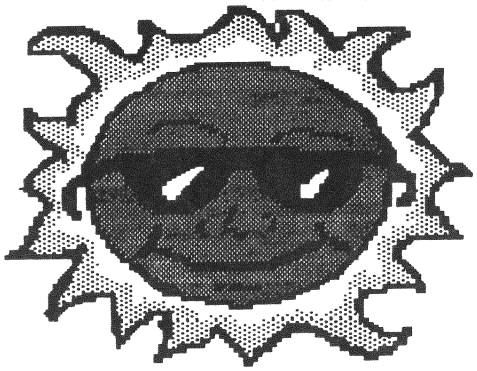
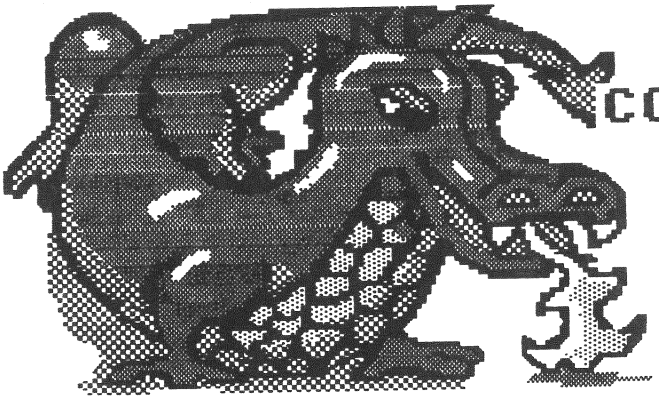
Pictograph Headings



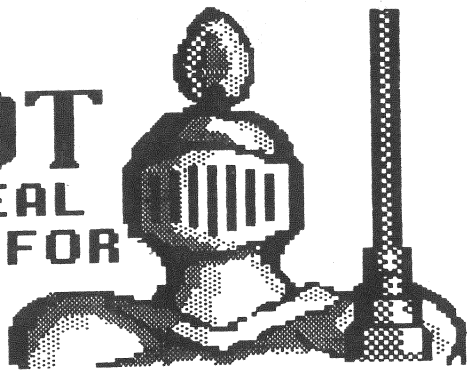
GROWS ON



MELTS



COOKS HOT MEAL FOR



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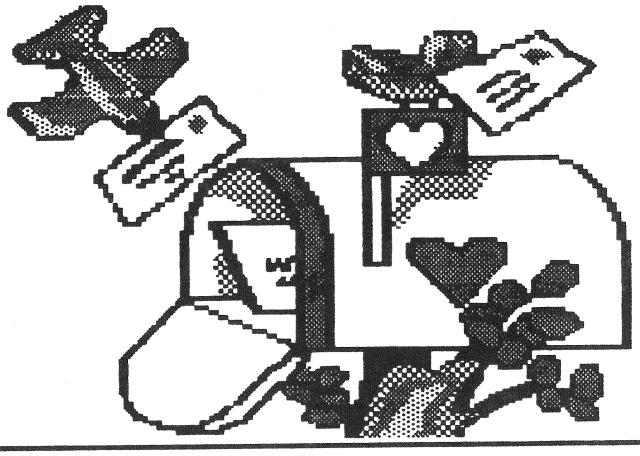
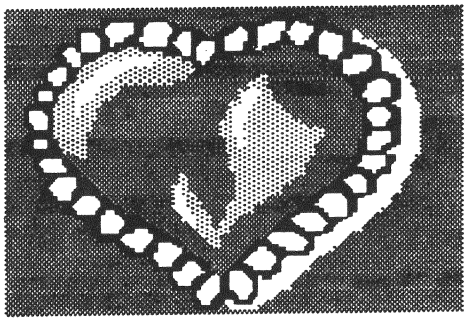
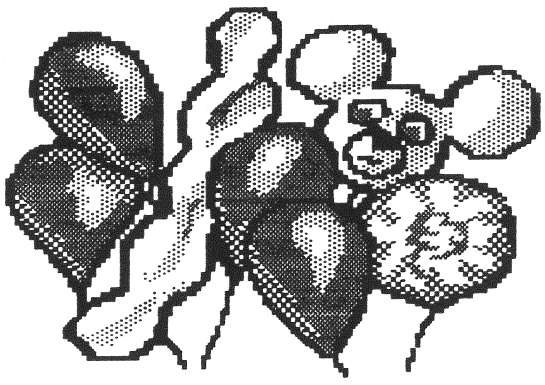
You are invited to a party.





The Dolphin Swimming Club is having a

Valentine's Party



When: Saturday Feb. 3, 7-9 pm

Cost: $2.00
Includes refreshments

Where: City Rec. Dept. Gymnasium

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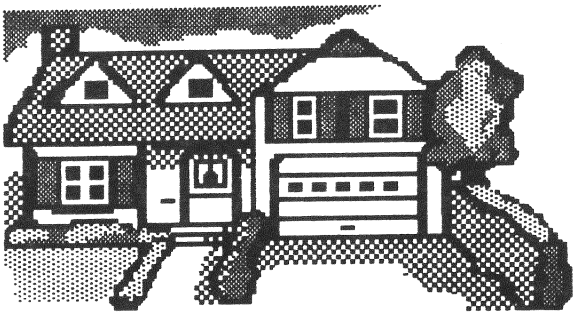
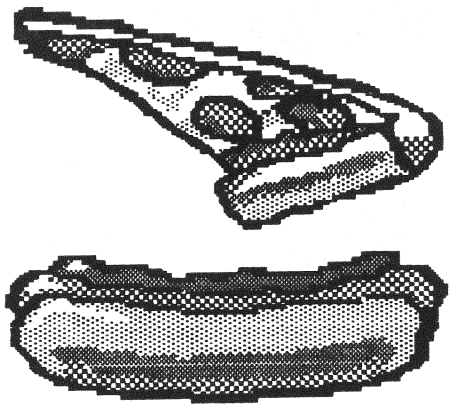
IN TOWN !!

April 1st to 15th
at the
Old Barn



FUN
for the
entire
family!!

Admission: $2.50 Adults
$ 1.00 Kids



Kids under 5 free!

Open 9:00 AM to midnight.

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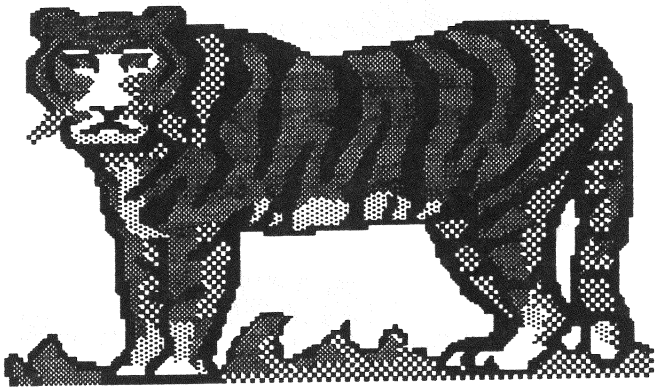
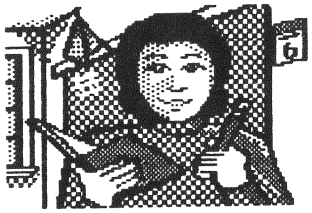
THE J.B. TIMES



The Observers

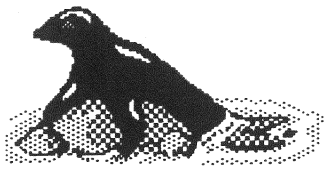
The Observers came to our school this week on Monday, Tuesday, and Wednesday. They were here because they wanted to know if our school is a good school. They wanted to know if we have good learning equipment like wooden blocks for the primary grades and problem solving, logic, etc. for the 4th, 5th, and 6th grades. They wanted to know if we have good language, reading, and other subjects. They wanted to know if our teachers are teaching us good writing and writing skills. We think that our school passed the test.



- Chandra Jones

Monterey Bay Aquarium

On March 15th, Room 14 went to the Monterey Bay Aquarium. We saw sea otters, sharks, fish, and many other sea animals. There they had a touch pool where we could touch the animals with our hands. It had six stamps at the main floor and second floor. Those were the Blue Whale, the Humpback Whale, the Gray Whale, the Orca, and the Sperm Whale. We put the stamps on a Whale Trail Guide. That was a very educational trip. It was very fun.



- Michelle Ma

HAVE A QUESTION?

(Personal, Scientific, or other)

Ask Dr. Cool!!!!

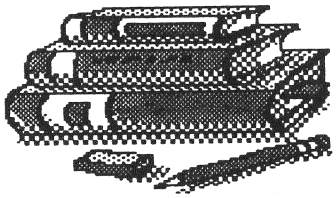
Leave questions in an envelope by the door. You don't have to put your name on if you don't want to.

SO GET COOL. ASK DR. COOL!!!!!

-Peter Jaros

Poetry Books

Room 14 is learning how to make poetry books. The kind we are making folds out like an accordion. We will have to fill all the pages with poems and pictures describing them. The first thing we had to do was we had to buy fabric that was cotton and if possible small print. Then Ms. Shepherd supplied us with cardboard. After that we put the fabric we brought to school on the cardboard. Then we folded a long strip of paper like a fan. Now we are going to pick 15 or so poems and write the poems in pen on the folded paper. We are going to make the poetry books so then when we are older we can look back and remember them and remember the 5th grade. Then we are going to put the books on display on parents' night.



- Annette Arriola

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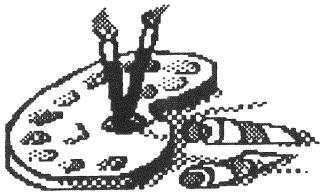
MR. SCHMIDT'S INTERVIEW

On Wednesday, April 27th, three students from Room 14 went to interview Mr. Schmidt. We wanted to know about some people coming to our school. We found out that there were four people from the State Department of Education. These people will be here next Monday, Tuesday and Wednesday. They would like to see if students are writing well, learning more in math, logic and problem solving etc. They're also here to see if the younger students are learning with manipulatives. They also want to see if teachers make learning fun, and if children like school.

- Eamon Briggs

CLASSROOM ART

Ms. Shepherd's class has been doing some interesting art work lately. We have learned about Matisse and copied one of his art forms. First, our class separated a piece of paper into 5-9 sections with heavy black crayons. All of us then proceeded to fill in the sections with crayon patterns and water colors. Then, we got a new piece of paper and drew, with black crayons, a table with a bowl of fruit and leaves, with a metal pitcher behind it. After we watercolored the table and fruit, we cut out the picture, pasted it onto the background, trimmed, and mounted them. They were all great!



- Michael Wallace

JOKE ANSWERS FROM LAST MONTH

A.1 A zebra dipped in ketchup!

A.2 Two potatoes!

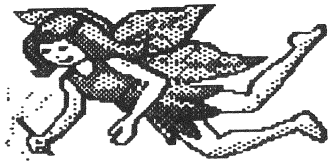
A.3 Time to get a new fence!

A.4 Time to get a new dog!

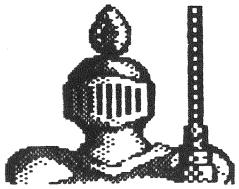
Invitation to the Plays

Dear teachers and students,

We would like to invite you to come and see the four plays that we are giving on Thursday, March 31st from 10:30 to 11:30. We hope you will be able to come.

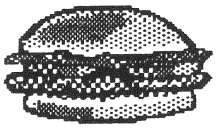


Sincerely,
Room 14



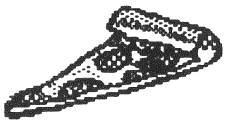
The plays are:

Home At Last
Who's the Boss?
Beauty and the Beast
Robin Hood and the Knight

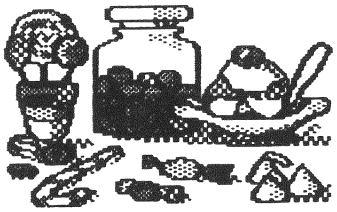


New Lunchroom Hours

The school lunchroom will now be open for two periods instead of one period. "The new plan will reduce the long waiting lines," said Mr. Schmidt.



Starting next week, grades K-3 will have lunch from 11:15 to 11:45. Grades 4-6 will have lunch from 11:45 to 12:30.



There will be no change in the daily school menus.

- Rosalie Shepherd

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APPENDIX

Special Keys 133
Picture Reference 135
Program Pictures 135
Compatible Picture Disks 141
Font Reference 142
Troubleshooting 144
Sample Classroom Materials 149
Outline for a Report* 149
Award* 150
Letter to Parents* 151
School Events* 152
Lab Sheet* 153
Survey Questions* 154
Progress Report* 156
Storyteller Certificate* 157
Teacher Resources 158
Customer Service 160

*Included on Template Disk (side 2 of a 5 1/4" disk)

Special Keys

WORKING WITH THE PROGRAM

KEY	FUNCTION
← → ↓ ↑	Moves the highlighting in menus left, right, down, or up; cycles through menu choices. (You can also use spacebar to cycle through menu choices.)
return	Selects highlighted menu choices.
Mouse	Selects menu choices pointed at by the mouse arrow on the screen when the mouse button is clicked.
esc	Takes you back to a previous menu, stops the current activity, moves you between the Menu Bar and the Workspace.
⌘ ?	Displays help screens. (To turn off and on extra help screens designed for new users, see *System Setup* on page 42.)

WORKING WITH WORDS

KEY	FUNCTION
← → ↓ ↑	Moves the cursor over text.
⌘ ← or ⌘ →	Moves the cursor to the beginning or end of a line.
⌘ ↓ or ⌘ ↑	Moves the cursor down or up several lines.
caps lock	When down, capitalizes every letter you type.
delete	Deletes the character to the left of the cursor.
return	Ends a paragraph, starts a new line, inserts blank lines.

KEY	FUNCTION
spacebar	Inserts a space.
shift	Capitalizes the next letter you type or lets you type the top character on a key when you hold this key down.
tab	Moves the cursor to the right by inserting five spaces at a time.
⌘ C	In the Body Workspace, begins and ends Cutting of lines of text.
⌘ L	Moves a line of text to the Left side of the line.
⌘ M	Moves a line of text to the Middle of the line.
⌘ P	In the Body Workspace, Pastes cut text at the beginning of the line the cursor is on.
⌘ R	Shows and hides Return key markers (↵).
⌘ U	Begins and ends typing of Underlined text.
⌘ V	Shows a small View of entire document.
Mouse	Moves the cursor to the arrow location when the mouse button is clicked.

WORKING WITH PICTURES

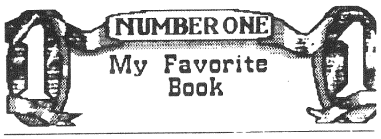
KEY	FUNCTION
← → ↓ ↑	Moves the selected picture in the Workspace.
⌘ ↓ or ⌘ ↑	Moves the selected picture down or up several lines in the Body Workspace.
F	Flips the selected picture one of four ways.
return	Selects the picture to be moved or erased, places the selected picture in the Workspace.

Picture Reference

Program Pictures

PREDESIGNED HEADINGS *(for Heading Workspace Only)*

Autumn 138



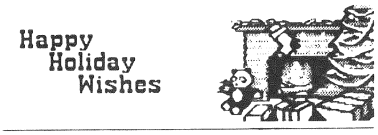
Award 139

Baby Chick 140

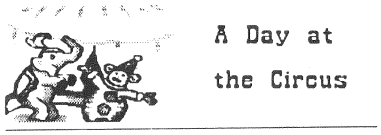
Big News 141

Birthday 142

Bookworm 143

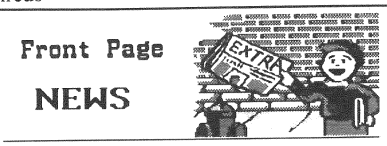


Christmas 144



Circus 145

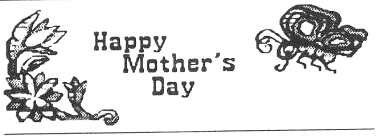
Detective 146



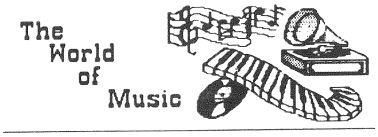
Extra Extra 147

Ghost 148

History 149



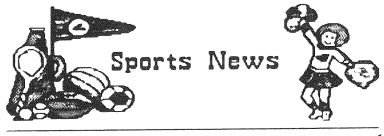
Mother's Day 150



Music 151

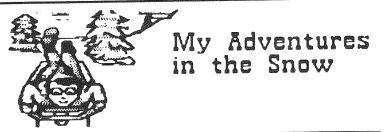
Science 152

Space 153



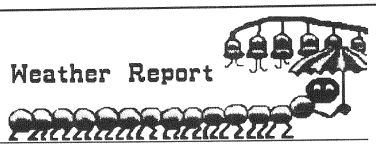
Sports 154

Spring 155



Snow 156

Valentine 157



Weather 158

World 159

ADVENTURE

Castle 1

Diver 2

Dragon 3

Earth 4

Fairy 5

Jet 6

Knight 7

Monster 8

Pirate 9

Police Car 10

Robot 11

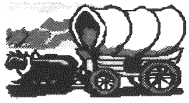
Ship 12

Shuttle 13

Space 14

Spy 15

Teepees 16



Wagon 17

Witch 18

Wizard 19

ANIMALS

Alligator 20

Bear 21

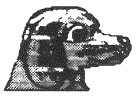
Bird 22

Cat 1 23

Cat 2 24

Deer 25

Dinosaur 26


Dog 1 27

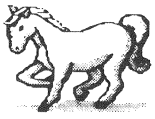
Dog 2 28

Elephant 29

Fish 1 30

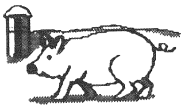
Fish 2 31

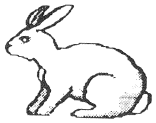
Fish 3 32


Horse 33

Lion 34

Monkey 35


Pig 36


Rabbit 37

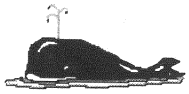
Rat 38

Seal 39

Snake 40

Tiger 41

Turtle 42


Whale 43

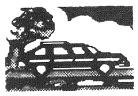
GOING PLACES

Beach 44

Boat 1 45

Boat 2 46

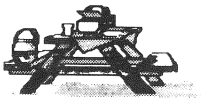
Camping 47


Car 48

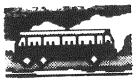
Carnival 49

Motorcycle 50

Mountains 51


Picnic 52

Plane 53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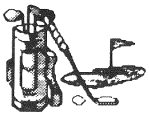
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Gymnast 1 88

Gymnast 2 89

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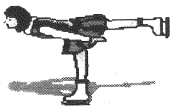
Ice Skater 91

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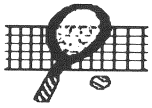
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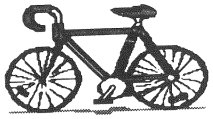
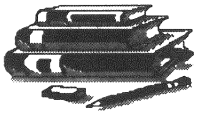

Bicycle 102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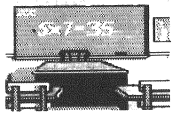
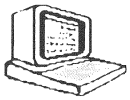
Cake 104


Classroom 105

Clock 106


Computer 107

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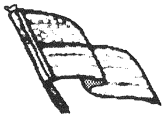
Flag 112

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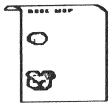
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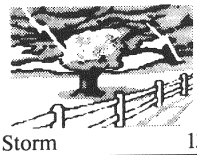
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Compatible Picture Disks

Several software publishers offer disks of pictures that you can use with *The Writing & Publishing Center*. When you use pictures from these disks in your document, the pictures will print in black even though some may appear in color on the screen.

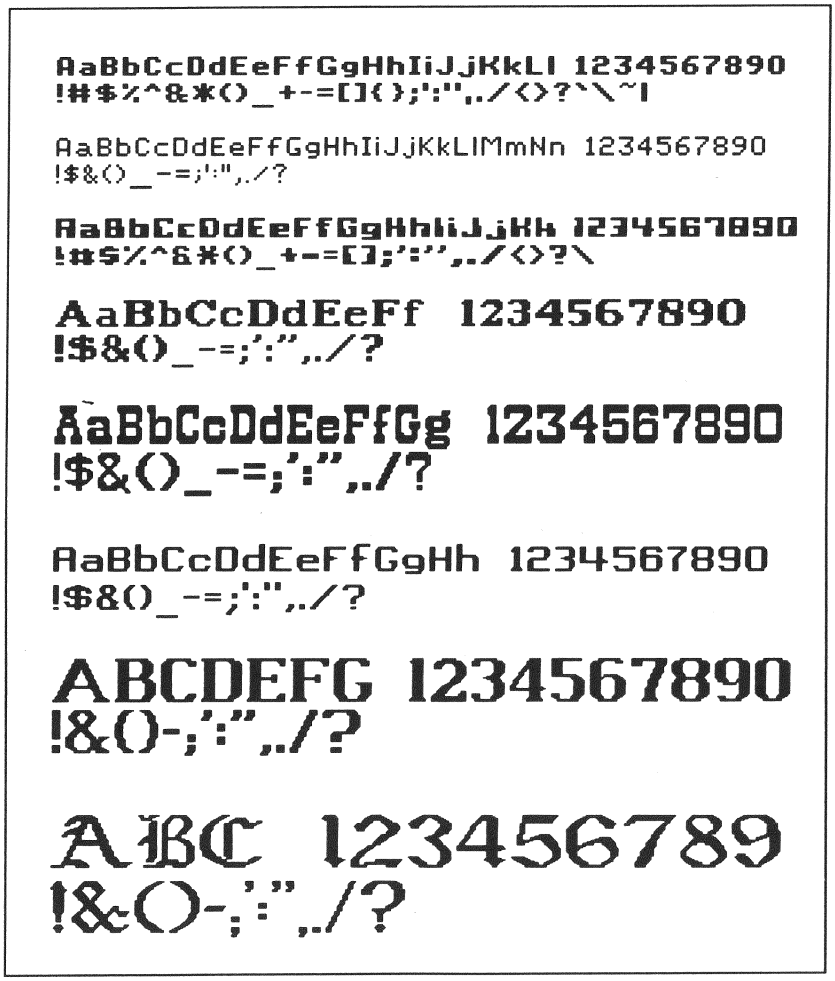
> ***Network Users:***
> Be sure to also see the Network Supplement included with the Network Version of the School Edition.

A partial listing of these Apple II, DOS 3.3, compatible picture disks includes:

- *Art Gallery I & II*™, Unison World Software, 1321 Harbor Bay Parkway, Alameda, CA 94501
- *ESL Companion*, Creative Pursuits, 12151 La Casa Lane, Los Angeles, CA 90049
- *Graphics at Your Fingertips*, Victoria D. Legue, 1365 E. Carpenter Drive, Palatine, IL 60067
- *Graphics Gallery*™, SOFTWARE SENSE, LTD., 1440 N. State Parkway, Suite 18B, Chicago, IL 60610
- *Graphics library of 23 disks*, Big Red Computer Club, 423 Norfolk Avenue, Norfolk, NE 68701
- *Graphics Scrapbook*® 1, 2, & 3, EPYX®, P.O. Box 8020, Redwood City, 94062
- *Minipix*™ *Disk 1 & 2* , Beagle Bros, Inc., 6215 Ferris Square, Suite 100, San Diego, CA 92121
- *Nature, Holiday, and People/Places Disks*, Creative Pursuits, 12151 La Casa Lane, Los Angeles, CA 90049
- *Print Shop*™ *Graphics For Libraries, Vol. 7: World Nations and History,* Libraries Unlimited Inc., P.O. Box 6633, Englewood, Colorado, 80155-6633
- *The Print Shop Graphics Library*® (DOS 3.3 version only), Broderbund® Software, 500 Redwood Blvd., P.O. Box 6121, Novato, CA 94948-6121
- *6 disks of pictures*, SoftSwap, CUE, Inc., 4655 Old Ironsides Drive, Suite 200, Santa Clara, CA 95054-1808

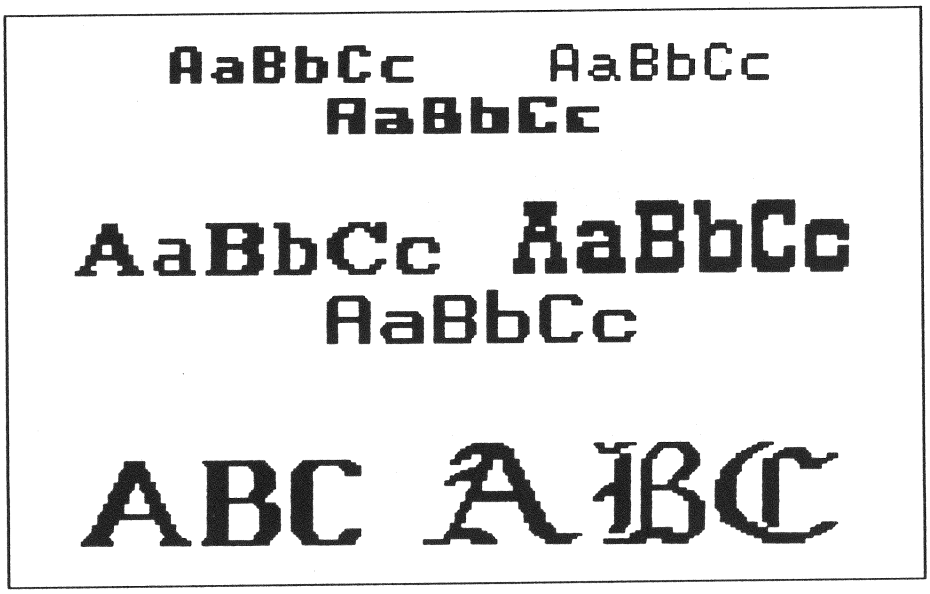
Font Reference

Here are samples of all the fonts–including some letters, numbers, punctuation marks, and symbols–listed in the order they appear in the Font menu. Notice that not all fonts have lowercase letters.

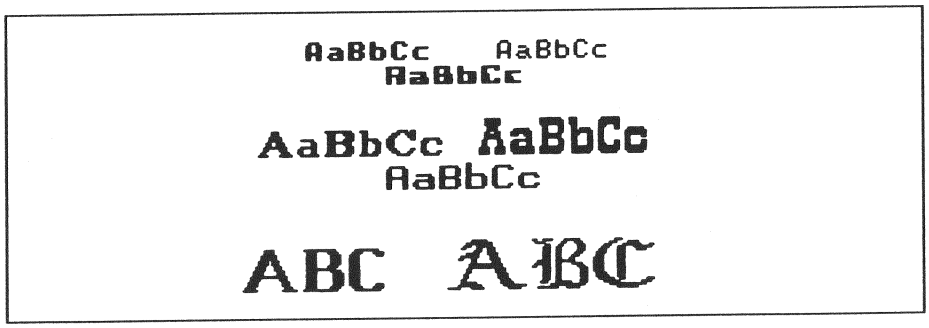


The samples below show the *actual sizes* of the fonts in this program when printed.*

Report, Story, or Letter–prints these sizes



Newsletter–prints these smaller sizes in the body



* These samples were printed on an Apple ImageWriter II. Actual size may vary with different printers.

Troubleshooting

IN THE WORKSPACE

PROBLEM	SOLUTION
Moving Around the Workspace	
1. Computer beeps when you are using the arrow keys.	You're trying to move the cursor past the beginning or the end of the text or document. • Move between the Heading and Body Workspace using **Next**. • Move past the end of the text by typing, pressing (return) or using (spacebar).
Working with Words	
1. Words change position mysteriously.	Inserting or erasing text or pictures can affect the positioning of all of the text below that place in the document. • Whenever you insert or erase text or pictures, remember to check whether the text is still near the pictures it belongs with. (See *Working with Text* on page 24.) • Use (Apple) (R) to see the return key markers (↵). You may want to use (delete) to erase some of them. • (Apple) (V) can help you see how full your document is and where the pictures are. (See *Viewing the Whole Document* on page 22.)
2. Words do not stay centered.	It's best to center your words on a line *after* you type them. • Recenter the line by first moving it to the left using (Apple) (L) and then press (Apple) (M) again.
3. (Apple) (V) does not show the view of the document.	You are either at the Main Menu, the layout choice screen, the Menu Bar, or working with pictures. You can only view the whole document when the cursor is in the Workspace. • Go to the Heading or Body Workspace.

PROBLEM	SOLUTION
4. Text appears in a line *below* the "End of Document" marker.	You have more text than can fit in the Body Workspace of the document. • If you want that extra text to show on your printout, erase some text or pictures from your document. • Use (⌘) (R) to see where the return key markers (↵) are and erase any extra return key presses.
Working with Pictures	
1. Computer beeps when you try to place a picture near the edge of the the Workspace.	The whole picture must fit in the Workspace and cannot be placed on a page or column marker. • Move the picture so it is entirely inside the Workspace.
2. The words cover the picture in the Heading Workspace.	This feature allows you to do special effects in the heading, but you can move the text off the picture. • Use (spacebar) or (return) to move the cursor and words past the picture.
3. **Predesigned Headings** is not listed in the Choose Picture Group menu.	You can only place predesigned headings in the Heading Workspace. • Go to the Heading Workspace if you have selected a layout with a heading and choose **Picture** again.
4. You get an error message when you type the number of a predesigned heading to select it.	You cannot select a predesigned heading when you are in the Body Workspace. • Go to the Heading Workspace if you have selected a layout with a heading and choose **Picture** again.
5. You cannot see or get to the pictures you placed beyond the end of your text.	You cannot move the cursor beyond the end of your text. • Move the cursor past the last character on the last line of your text. Then press (return) to add blank lines to the text and move the cursor down the page. The pictures will scroll into view. • Or, select **Picture** from the Menu Bar, then select **Move Picture** to get to your pictures.

WORKING WITH DOCUMENTS AND DISKS

PROBLEM	SOLUTION
Error Messages	
1. "You cannot format this write-protected disk."	Make sure it is all right to use (erase) the disk. If it is a 3 1/2" disk, make sure that the sliding tab on the upper-right corner of the disk is closed. If it is a 5 1/4" disk, remove the tab covering the notch on the upper-right corner of the disk.
2. "You cannot format this disk. It may be unusable."	The disk may have been damaged. • Use another disk.
3. You see a message telling you that you cannot format the disks that came with your program.	These disks are protected so the information on them will not be erased. • Use another disk.

PRINTING DOCUMENTS

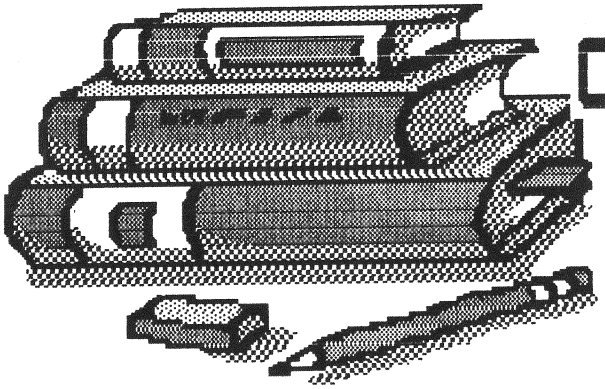
PROBLEM	SOLUTION
Using the Printer	
1. Nothing is printed.	• Make sure the printer is switched on. • Check the indicator light on the printer to be sure the printer is "on-line" or "selected." • Check the printer cables. They may not be connected tightly. • Check that the system settings on the Print menu match the printer, card, and slot number of your system. (See *System Setup* on page 42.) • If you have several computers connected to *one* printer via a switch box, be sure the switch is set properly. • See *Printing Documents* on page 40. • In some cases, if you try to print with the wrong system settings, the program stops working. If this happens, you will have to turn off the printer and computer and start the program again. Then get your saved document again, correct the system settings from the Print menu, and test the printer (see *Test Printer* on page 44).

PROBLEM	SOLUTION
	• If you are using a Laser 128 computer and Imagewriter II printer, select Apple IIGS Firmware as the interface card. • If you cannot solve the problem, call the Customer Service Department at (800) 852-2255 with the following information: (1) the brand name and model number of your printer, and for an Apple IIe or Apple IIGS computer, (2) the type and brand name of your interface card, and (3) the slot number the card is in (see *System Setup* on page 42).
2. Printer responds but does not print what you want.	Check that the system settings on the Print menu match the printer, card, and slot number of your system. (See *System Setup* on page 42.)
3. Printer responds but prints characters other than those in your document.	If you are using a parallel printer with an Apple IIGS, you may have a parallel interface card that is not compatible with the computer. • Contact the manufacturer of the Apple IIGS card for compatibility information. You may need another card.
4. There is a space between each printed line.	• You may have selected the **Print Now** option before turning the printer on. Turn the printer off, then on, and try again. • The "auto line feed" for your printer may be set incorrectly. See your printer manual about how to change this option.
5. Extra blank pages are printed or parts of pages are blank.	Pressing [return] or [spacebar] adds blank space on a page, and on an otherwise empty page, causes the page to be printed. • Use [Apple] [R] to see where you pressed [return] in the document and erase any unwanted return key presses. • Use [Apple] [V] to see the pages that will be printed.

PROBLEM	SOLUTION
6. Document does not start at the top of the page or the words print over the end of the pages.	Turn the printer off. Adjust the position of the paper. The top of the page should be lined up with the printhead (where the printer actually prints on the paper). Turn the printer on again.
7. Printing is slow.	Printing is slower if you are printing in color, bold type, or using a border. This is normal. It takes longer, but your printed pages look great. If you want to speed things up, you can: • Change the ribbon type to Black Ribbon. (See *System Setup* on page 42.) • Select **No** for Border on Page. (See *Printout Options* on page 41.)
8. Pictures or text look faint, blurred, or streaky.	Printer ribbons wear out. Black ribbons wear out fairly evenly. Color ribbons wear out unevenly, leaving patches on the ribbons where most of the ink is gone, causing the printout to look streaky or blurred. • Replace your printer ribbon.

For additional assistance, call The Learning Company's Customer Service Department Monday through Friday from 8AM to 5PM or Saturday from 8AM to 12PM, PST or PSDT.
The toll-free number is: (800) 852-2255.

Sample Classroom Materials



Outline for Report on _____

I. Background
   A.
   B.

II. Key Facts and/or Figures
   A.
      1.
      2.
      3.
   B.
      1.
      2.
   C.
   D.
   E.

III. Closing Statements
   A. Why is this important?
      1.
      2.
   B. Where to find out more
      1.
      2.
      3.

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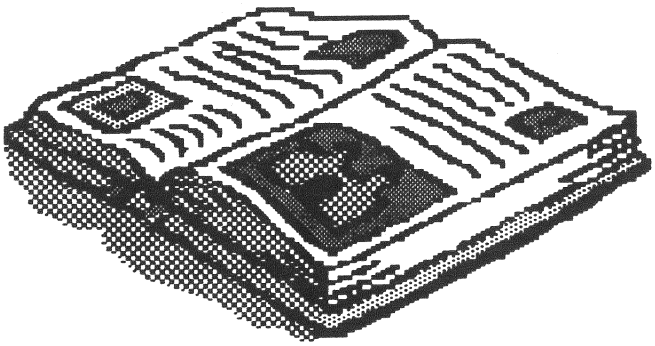
STUDENT'S NAME

You are a winner! You deserve this award for reading _#_ Caldecott Medal Winner books. You should be very proud of yourself!



Teacher: _____

Date: _____

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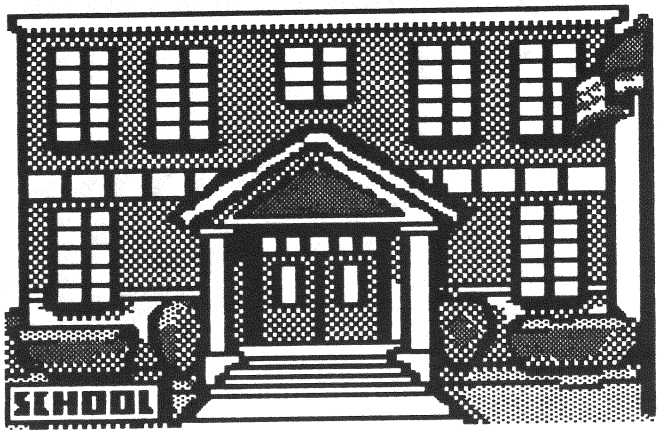


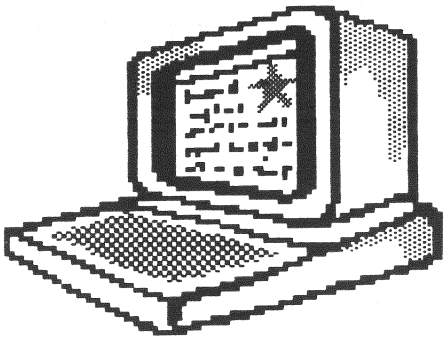
JOIN US

parent's name
parent's address
parent's city, state, zip

date

Dear parent's name,

We are planning an event on date at place. If you join us at time we will show you many computer programs we are currently using in our classroom.



We hope you can join us then. Please try.

Your daughter or son,

Your name

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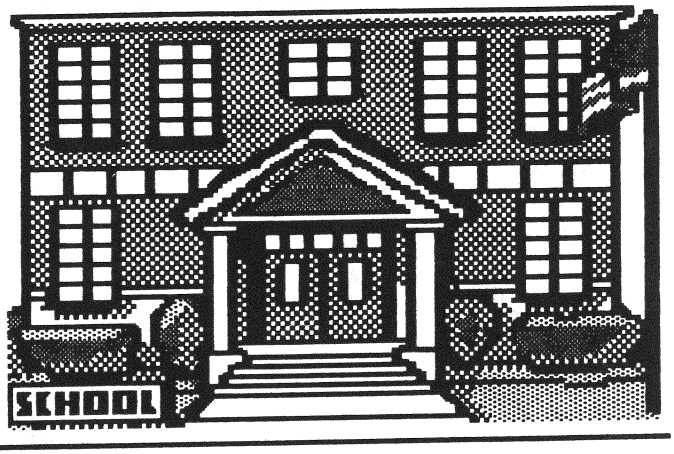
Date: _____



School Events on This Day:

o _____

o _____

o _____

o _____

o _____

o _____

o _____

o _____

o _____

Group Name: _____

Student Name: _____

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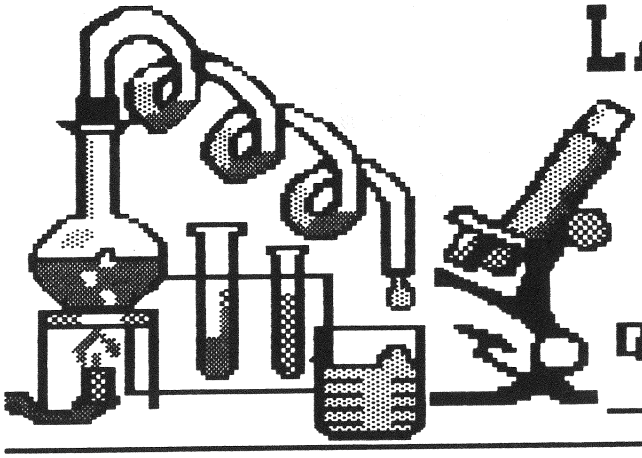

LAB SHEET

Name: _____
Date: _____
Room: _____

Question: _____
_____

Hypothesis: _____
_____

Materials: _____
_____

Procedure: _____
_____

Observations: _____
_____
_____
_____

Conclusion: _____
_____
_____

Evaluation: _____
_____

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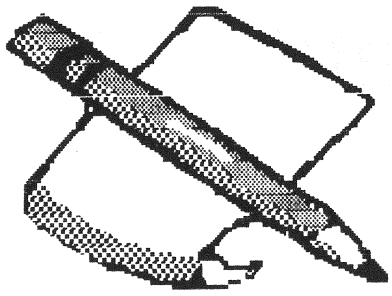


Survey Questions

1. What is your favorite girl's name?

2. What is your favorite boy's name?

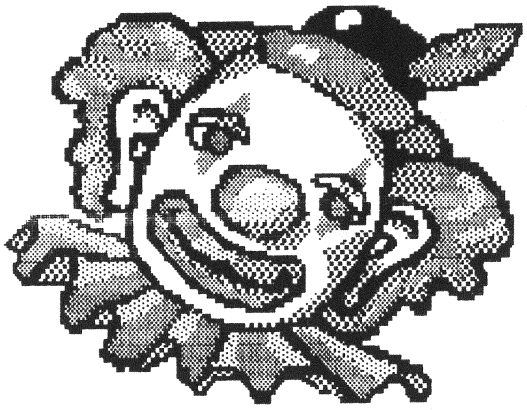
3. Name one thing that is under your bed right now.

4. If all your clothes had to be just one color, what color would they be?

5. What is your favorite movie?

6. What is your favorite book?

7. What is the first thing you thought of when you saw this picture?



8. How old are your sneakers?

9. Do you tie the laces on your sneakers?

10. What is a good name for a pet chicken?

PAGE 1

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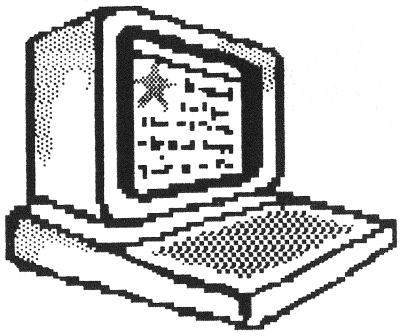
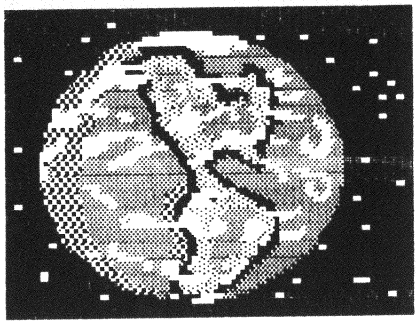


11. What is your favorite computer game?



12. Where in the world would you most like to be right now?

13. What is your favorite song?

14. What is your favorite silly song?

15. How much wood would a woodchuck chuck if a woodchuck could chuck wood?

Write at least five more of the silliest questions you can think of.

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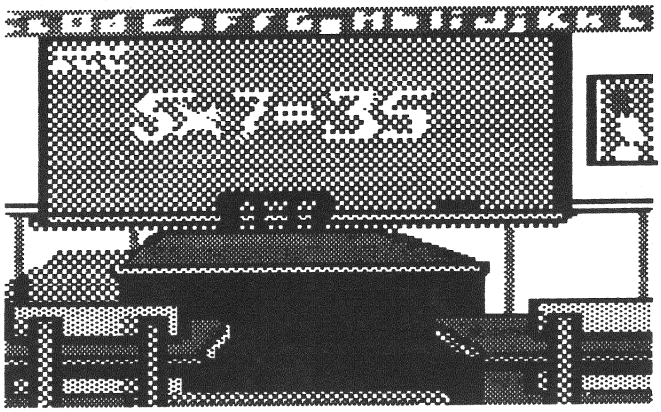

Progress Report

Student _____

Date _____

Projects	Grades
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

* * * * *

Overall Evaluation: _____

_____

_____

_____

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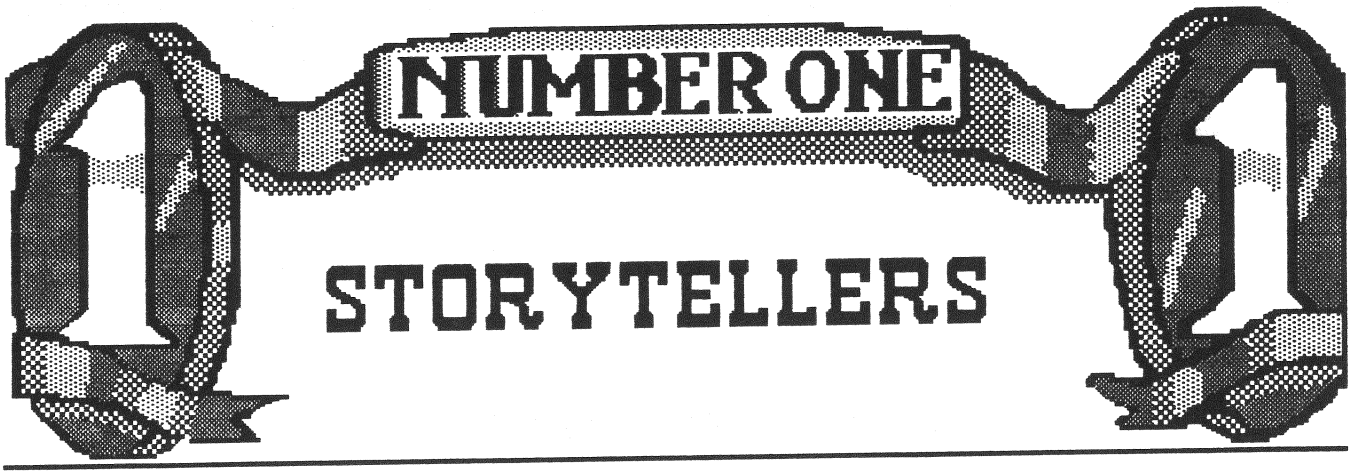
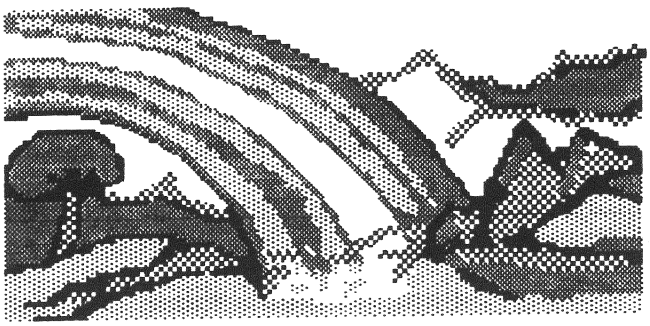


_____

is a ROOM 14

STORYTELLER!!!!



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Teacher Resources

Publications That Accept Students' Writing

Gifted Children Newsletter, "Spin Off," Gifted and Talented Publications, Inc., Route 1, Box 115, Sewell, NJ 08080

Highlights for Children, 803 Church Street, Honesdale, PA 18431

Jack and Jill, 1100 Water Way Blvd., Indianapolis, IN 46202

Seventeen, Articles Dept., Cathy Rindner, 850 Third Avenue, New York, NY 10022

Stone Soup, Box 83, Santa Cruz, CA 95063
Please enclose a self-addressed, stamped envelope for the return of your material.

Other Resource

Market Guide for Young Writers, 3rd Edition, Kathy Henderson, Betterway Publications, P.O. Box 219, Crozet, VA 22932

Computer-Related Magazines and Publications

Compute! 324 West Windover Avenue, Suite 200, Greensboro, NC 27408

Computer Learning Month. Computer Learning Foundation, P.O. Box 60007, Palo Alto, CA 94306-0007

The Computing Teacher. ISTE, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923

CUE NewsLetter. Computer-Using Educators, Inc., 4655 Old Ironsides Drive, Suite 200, Santa Clara, CA 95054

Educational Software Preview Guide. ISTE, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923

Electronic Learning. Scholastic, Inc., P.O. Box 53797, Boulder, CO 80322-3797

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The Writing Notebook. P.O. Box 1268, Eugene, OR 97440-1268

Organizations

Computer Learning Foundation, P.O. Box 60007, Palo Alto, CA 94306-0007

Computer-Using Educators, Inc. (CUE, Inc.), 4655 Old Ironsides Drive, Suite 200, Santa Clara, CA 95054

International Reading Association (IRA), P.O. Box 8139, 800 Barksdale Road, Newark, DE 19714-8139

International Society for Technology in Education (ISTE), University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923

National Council of Teachers of English (NCTE), 1111 Kenyon Road, Urbana, IL 61801

National Council of Teachers of Mathematics (NCTM), 1906 Association Drive, Reston, VA 22091

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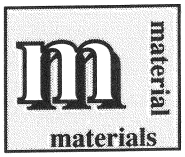
ADDENDUM: Combining Documents

The Children's Writing & Publishing Center supports collaborative writing projects (e.g., class newsletters, anthologies, and group reports). To combine documents, a few simple procedures are necessary. The examples below illustrate the steps needed to produce a class newsletter.

Combining Documents Using *The Children's Writing & Publishing Center*



Formatted storage disks

1. Have each student writer use *The Writing & Publishing Center* to compose an article and include pictures if desired. Have the writers save their articles on floppy disks.
   a) Make sure that articles are written in the Body, not the Heading.
   b) It is best if the articles are no longer than one screenful.
   c) Each article should include the title and the writer's name.
   d) If a printer is available and time allows, have writers print their articles and submit them to an editor. (The editor, ideally a student or a group of students, puts the newsletter together.)
2. At the Main Menu of *The Writing & Publishing Center*, have the editor select a new newsletter with a Heading. Have the editor do the following:
   a) Fill in the Heading for this class newsletter.
   b) Save this document (file) under a new name (e.g., CLASS.A) on a floppy disk.
3. Have writers bring their articles, one at a time, on floppy disk, to the editor's computer.

Network Users:
Be sure to also see the Network Supplement included with the Network Version of the School Edition.

4. With the writer watching, use **Get Saved Work** from the Main Menu to open the writer's article.
   a) Cut as much text as possible from the article—about a screenful. If the article is more than a screenful in length it will be necessary to do the cut and paste procedure, steps 4–7, more than one time. For detailed instructions on cutting and pasting, see the Teacher's Guide.
   b) Keep *The Writing & Publishing Center* up and running during this process, or the cut text will be lost.
5. Go to the Main Menu so you can load the CLASS.A document. When you see the message, "...Do you want to save your work...?" select **No**. (Selecting **Yes** would replace the original article with the version with text cut out of it.)
6. After opening CLASS.A, paste the writer's cut text into the desired position in the Body.
   a) If the article contained pictures, the pictures will be missing. Only text can be cut and pasted.
   b) If necessary, have the writer help select and replace the desired pictures in the pasted text. (Use a printed copy of the article for reference, if you have one.)
7. When the article meets the editor's and the writer's approval, save the edited CLASS.A document. Select **Yes** to replace the old CLASS.A.
8. Repeat steps 4–7 for each student article. Have the editor use [v] to view the newsletter often to see its overall look. (Be sure to add any pictures you want as you go along.)
9. If CLASS.A becomes full, cut text from the next writer's article and start a new newsletter without a Heading from the Main Menu. Paste the text in that new newsletter.
   a) Save the new newsletter with a different name (e.g., CLASS.B). It will become the second page of the class newsletter.
   b) Repeat the cut-and-paste procedure until the new newsletter document is filled or the articles of all writers have been combined.
   c) Create as many files (e.g., CLASS.A, CLASS.B, CLASS.C, etc.) as necessary to include the articles of all writers.

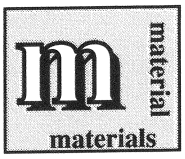
10. When all the newsletter documents are ready to be printed, decide whether the pages should have borders and page numbers. Set these options as desired.
    a) If **Yes** is selected at **Print Page Number**, the **Number on First Page** will always show as **1**. Type the number you want to appear on the page that is currently being printed. (The page number must be set each time a different newsletter page is printed.)
    b) It is best to print just one copy of each newsletter page and then photocopy the whole newsletter to get the desired number of copies for distribution. This will save time, printer ribbons, printer paper, and wear and tear on the printer.

HINTS TO REMEMBER:

- It is easiest if the original articles are no longer than one screenful.
- Be sure not to save the student documents from which text has been cut.
- If the writer has included pictures, the editor can choose to remove the pictures before cutting and pasting the text into the newsletter. This will speed up the process by allowing more text to be included with each cut-and-paste.
- If it is necessary to make more than one cut-and-paste and a printed copy of the article is available for reference, "mark" the printed copy so that the next cut can start in the correct place.
- The editor should view the whole newsletter often to check its overall appearance. Print each page as it is completed to be sure it looks right—with the proper balance and placement of pictures, text, fonts, and empty space—and to check any other formatting issues the class has decided upon. If any changes are made, be sure to save the newsletter again.
- Make a backup copy of each page of the newsletter as it is completed.

Combining Documents Using the "Low-tech" Method

The "low-tech method" allows you to paste together (by hand) articles as well as photos, hand-drawn pictures, crossword puzzles, and other items. This printout-scissors-paste method can also be a quick way to combine articles that are longer than a screenful or contain several pictures.



Scissors
Glue/tape
Printed copies of students' articles

1. Have the student writers use the stand-alone version of *The Writing & Publishing Center* to compose articles in the Newsletter format, including pictures if desired, and print them.
2. Create and print out blank newsletter pages: the first with a Heading that the students have filled in, and the rest without Headings. At print time, you can choose to include page numbers and page borders. (To be able to print a "blank" page, you must type in a few spaces in the document.)
3. With scissors, cut each article and tape ("paste") it onto the blank newsletter pages. Paste photos and other items among the articles, if desired. Photocopy the pages.

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